New Brunswick

REPORT CARD 2004

Anglophone School Districts

Department of Education

Evaluation Branch

New Brunswick

New Brunswick Anglophone School Districts (2004)

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EXECUTIVE SUMMARY
Report Card 2004

Report Card is an annual review of student achievement, and features relating to student achievement, in New Brunswick's anglophone school districts as measured by results on provincial examinations/assessments. The data contained in this document summarize and describe what students at various grade levels know and are able to do. Report Card 2004 helps fulfill the Department of Education's continuing commitment to keep the public well informed about important aspects of the education system.

It is helpful to keep in mind that the school assessments described in Report Card 2004 serve different purposes.

The Provincial Literacy Assessment at Grade 2, which is part of the Department of Education's early literacy initiative as articulated in the Quality Learning Agenda, looks at how well students read and write after three years of schooling; the Assessment at Grade 5 focuses on student attainment of the prescribed mathematics curriculum. These assessments yield results for individual students as well as comprehensive school level diagnostic information.

The Middle Level Mathematics Assessment focuses on student achievement in mathematics at the end of grade 8, and since it is narrower in focus, it can yield some diagnostic information on an individual basis.

The Middle Level English Language Proficiency Assessment is essentially a certification examination. Its successful completion (students have several opportunities to re-write, if not initially successful) became a requirement for graduation in June 2001. Success on this assessment shows a pupil has acquired a level of first language skills considered important by society and necessary for future success as a lifelong learner. This assessment is too broad to be diagnostic.

The grade 12 French Second Language Oral Proficiency Evaluation provides students with individual results which indicate the degree to which they can use the language effectively and appropriately in real-life situations.

How Our Students Achieved Overall

SENIOR HIGH SCHOOL ASSESSMENTS	2003-2004	2002-2003
Grade 12 FSL Oral Proficiency:		
Core French students, % at Basic Plus or higher	66	59
Late Immersion students, % at Intermediate or higher	97	92
Early Immersion students, % at Intermediate Plus or higher	81	79

MIDDLE LEVEL ASSESSMENTS	2003-2004	2002-2003
English Language Proficiency: % Successful	71	73
Reading – selected response	72	69
Reading – constructed response	66	72
Demand Writing	78	81
Process Writing	78	85
Mathematics: % meeting provincial standard	61	62

ELEMENTARY LEVEL ASSESSMENTS	2003-2004
Grade 2: % of students meeting provincial standard	
English Reading	59
French Immersion Reading	63
Overall	60
Grade 2: % of students meeting provincial standard	
English Writing	42
French Immersion Writing	44
Overall	43
Grade 5: % of students meeting provincial standard	
Mathematics	67

PREFACE

While the format of this year's Report Card will parallel that of recent years, there has been a shift in the provincial assessment program. A number of provincial assessments have been cancelled and others are under development for administration starting in the 2005 and the 2006 school years. This change was necessary in order to monitor progress toward the learning and achievement targets prescribed by the provincial Quality Learning Agenda.

Results of provincial examinations/assessments are shown for all schools. These data summarize and describe the skills and knowledge students are expected to learn and represent the Department of Education's continuing commitment to keep the public well informed about aspects of the education system deemed important to them.

Report Card 2004 also includes the findings of province-wide surveys of teachers, students, and parents regarding important non-academic characteristics found by research to be fundamental to effective schools.

The Nature of the Assessment Programs

It is important to keep in mind that no single assessment, administered at a single point in time, can offer a comprehensive view of a student's strengths and weaknesses. The amount of time allocated to testing precludes obtaining fine-level information about any individual student. Provincial assessments are not intended to be used for program evaluation; nor will they provide prescriptive diagnostic information about students' instructional needs. These assessments best function as a reasonable and cost effective gauge of an individual student's or school's overall achievement and as a broad indicator of the educational system's general health.

It is also helpful to remember that the school assessments described in Report Card 2004 serve different purposes.

The new Provincial Literacy Assessment at Grade 2 focuses on student attainment of the provincial standards in reading and writing. The Assessment at Grade 5 assessment looks at mathematics. While these assessments yield results for individual students, they also provide comprehensive school level diagnostic information.

The Middle Level Mathematics Assessment focuses on student achievement in mathematics at the end of grade 8, and since it is narrower in focus, it can yield some diagnostic information on an individual basis.

The Middle Level English Language Proficiency Assessment is essentially a certification examination. Its successful completion (students have several opportunities to re-write, if not initially successful) became a requirement for graduation in June 2001. Success on this assessment shows a pupil has acquired a level of first language skills considered important by society and necessary for future success as a lifelong learner. This assessment is too broad to be diagnostic.

The Grade 12 French Second Language Oral Proficiency Evaluation does provide students with individual results which indicate the degree to which they can use the language effectively and appropriately in real-life situations.

Reporting Assessments Results

Because provincial assessments serve different purposes, they are reported in ways designed to support those purposes. The section below explains how they have been summarized for Report Card 2004.

Grade 2

The results for this assessment show the percentages of students who meet or exceed the standards set by the province for reading and writing at the end of grade two.

Grade 5, Middle Level, and Grade 12 French Second Language Assessments

Results for the Grade 5 and Middle Level Mathematics assessments are reported in terms of percentages of items answered correctly. Additionally, the Grade 5, Middle Level Mathematics, Middle Level English Language Proficiency and Grade 12 English Second Language assessments show performance according to the percentages of students meeting or exceeding provincial standards or achieving acceptable or better ratings.

Terms such as *Meets Standards* and *Acceptable* do not indicate exact points on a performance scale; rather, they represent a range of achievement (skills, knowledge and abilities). Students whose work is categorized as *Meets Standards* or *Acceptable* have demonstrated the appropriate skills, knowledge and abilities at a particular point in their schooling while those whose work exceeds the standard are classified into a higher category.

However, it is important to understand that performance deemed *meeting the standard* or *acceptable* at one grade will not be such at another grade. For example, the skills and abilities needed to achieve *meet the standard* in mathematics at grade 8 are at a higher level than the skills and abilities required to achieve the same standard in mathematics at grade 5.

Test results reported in this fashion make it easier for teachers, administrators and policy-makers to identify students' weaknesses in order to foster improvement. Reporting in this manner is standard practice in many educational jurisdictions and for the Pan-Canadian School Achievement Indicators Program (SAIP).

English as a Second Language for High School Students in China

Students at the Concord Colleges of Sino Canada in Beijing and Shenzhen, China follow the New Brunswick curriculum and are eligible to earn a New Brunswick high school diploma providing they demonstrate an acceptable level of performance on a compulsory assessment of English as a second language. The Evaluation Branch has developed and validated measures of reading, writing, listening and speaking for that purpose. Students who are unsuccessful on their first attempt can repeat the assessment the next year. The overall success rate for students at the Beijing and Shenzhen schools for the 2003-2004 school year was above 80 percent.

Program for International Student Assessment

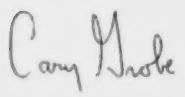
The results of PISA 2003, an international test of the reading, mathematics and science for 15-year-olds, were released last December. The performance of New Brunswick 15-year olds was comparable to the international average, but significantly below the Canadian average. While Report Card 2004 will highlight a few PISA results, links to the Government of Canada's PISA 2003 site can be found on Council of Ministers of Education, Canada webpage http://www.cmec.ca/pisa/2003/indexe.stm.

A Note on Comparisons

When looking at assessment results, it is not always as easy as it appears to detect any real change in student achievement over time. Caution is required in attempting to establish trends because there is limited evidence as to whether variation from year to year is linked to actual student achievement or to such factors as variation in the ability of students taking the assessment, measurement error, or fluctuation in the standards of the examinations. In addition, the questions that comprise provincial assessments must change in order to maintain alignment with the curriculum as it too is changed to meet the needs of students; without being able to repeat questions, monitoring achievement in the long-term is challenging.

Technical Information

Report Card 2004 shows participation rates for provincial assessments at the middle level and elementary grades. (See Appendix A.) The average student participation rate remains above 95% on all provincial assessments. The data also shows that exemptions are fairly uniform across schools and all but a very small number of students in the public schools do write assessments. As well, Report Card 2004 shows comparisons among districts by gender for all provincial assessments and in some instances by language of instruction. (See Appendix A.) The comparisons are shown as bar graphs with the results expressed as standard scores with the provincial average set to zero and the standard deviation (a measure of the spread of scores around the average) set as 1.00.



Cary Grobe, Ed.D
Director of Evaluation

PRINCIPLES GUIDING THE WORK OF THE EVALUATION BRANCH*

Regardless of the method or frequency of delivery, the following key principles guide the Branch's work in developing assessments and examinations, so as to ensure that high expectations for student learning in New Brunswick are established and reflected in the examinations/tests.

1. **All written material (bulletins, examinations/tests, results, reports, correspondence) developed by the Evaluation Branch must stand up to scrutiny.**

   This implies that considerable effort must be expended to ensure that quality control is maintained, i.e., editorial consistency, accuracy, and appropriateness to the purpose of the communication.

   Infrastructure

   - Assessments must be delivered in a systematic way.
   - Assessments must be cost effective.
   - Assessments are developed and processed in a healthy work environment, where adequate and appropriate human and physical resources and time are provided.

2. **Assessments and examinations must be seen to be valid instruments by students, teachers, school jurisdiction personnel, and by the Department of Education.**

   This implies that item development, field testing, criteria development and expectation setting involve teachers from different parts of the province to ensure that decisions are not based on one individual's or one jurisdiction's interpretation of the programs of study.

   Quality of Content

   - Provincial assessments are an integral part of improving student learning and must be aligned with curriculum outcomes.
   - Assessments must measure learning as accurately as possible. Evaluation of written work is an important source of information about student achievement.

   Technical Quality

   - Examinations and assessments produced by the Evaluation Branch must be of high technical quality and incorporate best psychometric processes.
   - All forms of an examination in a subject administered within a given school year (i.e., Grade 11 Provincial Examinations) must be built to the same specifications, be parallel, and be as equivalent as possible.
   - Reliability of examinations/tests requires careful attention to the selection of test items.
   - Reporting must be clear, accurate, and timely, and must contribute to the improvement of instruction and public accountability; this refers to both aggregate and individual results.

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* Based on a model from Alberta Learning

3. **To reassure students, the profession, and the public at large, the Evaluation Branch must communicate openly during the examination development and expectation setting phases because students and quality of education overall are affected by the examinations built.**

Teacher Involvement

- Teacher support for the programs must be maintained through ongoing teacher input and involvement in all phases of the process, including development, technical review, validation, and scoring.

Fairness/Consistency

- Students and their learning are of utmost importance.
- Fairness and consistency of standards for all students must be maintained; this includes requiring evidence of course completion before final results can be determined (e.g., school-awarded mark for grade 11 examinations).
- Public acceptance of the programs must be maintained through transparent processes including external reviews.

Validity

- Security of examination/test administrations must be maintained to ensure validity and reliability of the results.
- Quality and currency are maintained through release of test items, scoring rubrics and external advisors' reports to the field.

Accessibility

- Student accessibility to examinations/tests must be maintained through the provision of French translations and special formats and accommodations.
- Examinations and tests, both in their format and administration, should incorporate the style and the tools that are typically used in the particular discipline, including calculators, dictionaries, thesauruses, formula sheets, and data tables.

These requirements should be seen as the criteria or screen through which all work is evaluated.

SOME QUESTIONS AND ANSWERS

Q. **What is Report Card?**

A. Report Card is an annual report that gives New Brunswickers a summary of student achievement in anglophone school districts as measured by our student assessment programs. This is the tenth year that Report Card has been issued. Although a similar document is produced for francophone school districts, it is important to note that the test results shown in the two documents are not directly comparable, since both curriculum and evaluation methods differ between sectors. Report Card includes results of provincial assessments by district and by school, and helps us ensure that our education system is accountable by informing parents and the public at large about the testing program.

Q. **How did our students do overall?**

A. Assessment results for the past several years have shown that generally, girls tend to do better than boys, particularly on the Middle Level English Language Proficiency Assessment, where 77% of girls reached the standard compared to 64% of boys. Interestingly, this does not apply to the Middle Level Mathematics Assessment, in which 59% of the girls and 63% of the boys achieved the acceptable level or higher.

On the basis of language of instruction, students in the Late French Immersion program were once again the most successful on the Middle Level English Language Proficiency Assessment, followed closely by those in Early Immersion, then by those in the regular English program. On the Middle Level Mathematics Assessment, Late and Early Immersion students performed considerably better than those in the regular English program.

By their last year in public school, students in Early Immersion tend to demonstrate a higher level of French oral proficiency than those in the Intermediate Immersion and Core French programs.

Q. **Are there any limitations I should keep in mind when interpreting results?**

A. Test scores, like financial indicators, fluctuate, and, as in the financial world, it is more important to watch for improvement over time than to focus upon year to year variations.

It should also be remembered that provincial test scores are just one of many elements to be considered in judging a district's or a school's overall success. It is important to keep in mind that numerous factors may influence district or school test performance, including social characteristics, economic conditions, and language differences.

Q. **What was tested?**

A. At the elementary level, grade 2 students were assessed in reading and writing; grade 5 students were assessed in mathematics. At the middle level, students' English language and mathematical skills were assessed. At the high school level, French oral proficiency was assessed for those students enrolled in a grade 12 French course or a subject course taught in French. All tests and assessments were administered during the 2003-2004 school year.

Q. **Who was tested?**

A. The entire student population was tested at given grades and for specific courses (see above). Students with special needs, which justified their non-participation, were exempted.

Q. **What occurs as a result of provincial testing?**

A. Provincial and district follow-up strategies are developed to improve achievement, particularly in literacy and numeracy. In addition, the results of provincial assessments are used by individual schools in the development of their School Improvement Plans. Principals, in cooperation with the Parent School Support Committees, review school results and plan together to find ways to improve teaching and learning.

Q. **Where can I get more information?**

A. For more information, contact your School District office or the Evaluation Branch of the Department of Education. If you wish to discuss your own child's performance, please contact the school concerned.

HIGH SCHOOL RESULTS

FRENCH SECOND LANGUAGE ORAL PROFICIENCY ASSESSMENT

French Second Language Oral Proficiency Assessment

Background

The French Second Language Oral Proficiency Assessment is designed to rate the performance of individual students on the New Brunswick Oral Proficiency Scale. (See Appendix C.) All grade 12 students enrolled in a French course, or a subject course taught in French, are eligible for this evaluation. In 2003-2004, 1583 students were evaluated.

The method used to rate pupils' speaking proficiency in French is the individual oral interview. Evaluators trained to use this procedure visit high schools each semester to conduct interviews. During each interview, which usually lasts between 15 to 30 minutes, the evaluator elicits a language sample that can then be rated according to the criteria of the New Brunswick Oral Proficiency Scale. Once results are finalized, each student receives an official Certificate of Oral Proficiency in French as a Second Language indicating the level achieved.

This assessment, which has been used in New Brunswick for over 25 years, allows the Department of Education to monitor program results and student achievement over time. It provides a means of judging student achievement according to a measure that has currency and credibility in a larger context: the New Brunswick Oral Proficiency Scale is used by provincial government departments and agencies to measure the second language proficiency of employees in both French and English; the federal government and many educational institutions around the world also use prototypes of this scale. For students, this assessment underscores the link between what is learned in school and what is valued in the world beyond the classroom.

Findings

Approximately 80% of the grade 12 students assessed in 2003-2004 were in Core French, Late Immersion, or Early Immersion. (See chart below.) Of the remaining 20%, some were in programs that were being piloted and are being phased out, some had been in more than one program (e.g. started out in Immersion, changed to Core), and some were from families where French is spoken in the home.

PERCENTAGE OF PUPILS AT 5 LEVELS OF ORAL PROFICIENCY BY PROGRAM

	Basic or Higher		Basic Plus or Higher		Intermediate* or Higher		Intermediate Plus** or Higher		Advanced*** or Higher		*n*	*n*
Year:	'03-'04	'02-'03	'03-'04	'02-'03	'03-'04	'02-'03	'03-'04	'02-'03	'03-'04	'02-'03	'03-'04	'02-'03
Core	93%	93%	66%	59%	23%	18%	5%	2%	.8%	0%	239	238
Extended Core	100%	100%	86%	88%	57%	50%	29%	0%	14%	0%	7	16
Late Immersion	100%	100%	100%	99%	97%	92%	46%	43%	7%	6%	618	666
Partial Immersion	--	100%	--	100%	--	98%	--	88%	--	35%	--	49
Middle Immersion	100%	100%	100%	100%	98%	100%	74%	67%	19%	17%	167	194
Early Immersion	100%	100%	100%	100%	99%	99%	81%	79%	32%	28%	432	409

* Goal for Core Program
** Goal for Late Immersion Program
*** Goal for Early Immersion Program

Core Program

The goal of the Core French program is the Intermediate level on the New Brunswick Oral Proficiency Scale; the expectation is that most students in this program will reach at least a Basic Plus level, which denotes significant "survival skills" in the target language. In 2003-2004, 23% of students reached the Intermediate level or higher and 66% reached Basic Plus or higher. There was no significant difference between the achievement of males and females in the Core French program.

Late Immersion

The goal of the Late Immersion program is the Intermediate Plus level of proficiency and the expectation is that most students will reach at least an Intermediate level. In 2003-2004, 46% of students reached the Intermediate Plus or higher level, whereas 97% were at an Intermediate or higher level. At this level, in addition to "survival skills", students have the facility to manage many aspects of daily life and to socialize in French. There were no significant differences in performance between males and females in this program.

Early Immersion

The goal of the Early Immersion Program is the Advanced level of proficiency and the expectation is that most students will reach at least an Intermediate Plus level. In 2003-2004, 32% of students were at the Advanced level or above and 81% were at Intermediate Plus or above. This level of proficiency indicates significant ability to use French in school- and work-related settings, as well as in informal social situations. Again, there were no significant differences in the achievement of males and females in this program.

Comments

In interpreting these results, it is important to know that a given level on the oral proficiency scale does not represent a single point on the scale, but rather covers a range of accomplishment. The addition of a "Plus" to a level designation indicates a performance that in some respects exceeds the basic requirements of that level. Speakers who are rated Intermediate Plus, for example, demonstrate some of the characteristics of Advanced level speakers, but are unable to sustain an exchange at that level.

Oral proficiency ratings collected over the duration of this assessment program suggest that, to a large extent, proficiency in French is linked to time on task. The grade 12 pupils with the strongest overall speaking ability were enrolled in Early Immersion, followed, in order, by those in Partial Immersion, Middle Immersion, Late Immersion, Extended Core, and Core French.

Speaking a second language is a skill, rather than a body of knowledge, and this assessment measures a student's skill in communicating effectively in French. In second language acquisition, it is axiomatic that exposure to good models and time to practise are essential components of the opportunity to learn. The results of this assessment, in great part, reflect this reality.

In reading the following chart, you can see that a total of 62 students at Harrison Trimble High participated in this assessment. From this number, 42 students were in the Early Immersion program with 2.4% of them achieving the Basic Plus level of proficiency, 38% Intermediate, 52.4% Intermediate Plus, and 7.1% Advanced.

Grade 12 FSL 2003-2004

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Tantramar High	Core	10	0	40.0	40.0	20.0	0	0	0	0
	Early Imm	9	0	0	0	33.3	22.2	44.4	0	0
	Middle Imm	1	0	0	0	100.0	0	0	0	0
	Late Imm	1	0	0	0	100.0	0	0	0	0
	SCHOOL	21	0	19.0	19.0	33.3	9.5	19.0	0	0
Harrison Trimble High	Core	6	0	16.7	66.7	16.7	0	0	0	0
	Early Imm	42	0	0	2.4	38.1	52.4	7.1	0	0
	Late Imm	14	0	0	0	64.3	28.6	7.1	0	0
	SCHOOL	62	0	1.6	8.1	41.9	41.9	6.5	0	0
Moncton High	Core	17	5.9	41.2	23.5	29.4	0	0	0	0
	Early Imm	63	0	0	1.6	11.1	49.2	38.1	0	0
	Middle Imm	4	0	0	25.0	25.0	50.0	0	0	0
	Late Imm	11	0	0	18.2	45.5	18.2	9.1	9.1	0
	SCHOOL	95	1.1	7.4	8.4	18.9	36.8	26.3	1.1	0
Bernice MacNaughton	Early Imm	27	0	0	0	22.2	51.9	25.9	0	0
	Middle Imm	1	0	0	0	0	100.0	0	0	0
	Late Imm	1	0	0	0	0	100.0	0	0	0
	SCHOOL	29	0	0	0	20.7	55.2	24.1	0	0
Riverview High	Core Imm	5	0	20.0	80.0	0	0	0	0	0
	Early Imm	31	0	0	0	29.0	51.6	19.4	0	0
	Middle Imm	2	0	0	0	100.0	0	0	0	0
	Late Imm	16	0	0	18.8	50.0	25.0	6.3	0	0
	SCHOOL	54	0	1.9	13.0	35.2	37.0	13.0	0	0
Petitcodiac Reg. High	Middle Imm	28	0	0	0	35.7	60.7	3.6	0	0
	Late Imm	1	0	0	0	100.0	0	0	0	0
	SCHOOL	29	0	0	0	37.9	58.6	3.4	0	0

Grade 12 FSL 2003-2004

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
J M A Armstrong High	Early Imm	2	0	0	0	50.0	0	50.0	0	0
	Middle Imm	16	0	0	18.8	43.8	31.3	6.3	0	0
	SCHOOL	18	0	0	16.7	44.4	27.8	11.1	0	0
Caledonia Regional High	Early Imm	2	0	0	0	0	100.0	0	0	0
	Late Imm	13	0	0	23.1	61.5	15.4	0	0	0
	SCHOOL	15	0	0	20.0	53.3	26.7	0	0	0
District 02		**323**	**.3**	**4.0**	**9.3**	**31.9**	**38.7**	**15.5**	**.3**	**0**
Sussex High	Core	7	0	57.1	42.9	0	0	0	0	0
	Early Imm	19	0	0	0	5.3	73.7	21.1	0	0
	Late Imm	45	0	0	0	66.7	31.1	2.2	0	0
	SCHOOL	71	0	5.6	4.2	43.7	39.4	7.0	0	0
Rothesay High	Early	20	0	0	0	10.0	30.0	55.0	5.0	0
	Late Imm	31	0	0	0	67.7	29.0	3.2	0	0
	SCHOOL	51	0	0	0	45.1	29.4	23.5	2.0	0
Kennebecasis Valley High	Core	11	0	0	72.7	18.2	9.1	0	0	0
	Early Imm	21	0	0	0	23.8	38.1	38.1	0	0
	Middle Imm	2	0	0	0	0	50.0	50.0	0	0
	Late Imm	62	0	0	0	35.5	48.4	16.1	0	0
	SCHOOL	96	0	0	8.3	30.2	41.7	19.8	0	0
Belleisle Regional High	Late Imm	14	0	0	0	71.4	14.3	14.3	0	0
	SCHOOL	14	0	0	0	71.4	14.3	14.3	0	0
Hampton High	Core	1	0	0	100.0	0	0	0	0	0
	Early Imm	9	0	0	0	0	88.9	11.1	0	0
	Middle Imm	1	0	0	0	0	100.0	0	0	0
	Late Imm	53	0	0	5.7	67.9	26.4	0	0	0
	SCHOOL	64	0	0	6.3	56.3	35.9	1.6	0	0
District 06		**296**	**0**	**1.4**	**5.1**	**43.6**	**36.5**	**13.2**	**.3**	**0**

Grade 12 FSL 2003-2004

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Saint John High	Core	16	6.3	18.8	18.8	37.5	18.8	0	0	0
	Early Imm	21	0	0	0	14.3	57.1	19.0	9.5	0
	Late Imm	54	0	0	0	40.7	51.9	3.7	0	3.7
	SCHOOL	91	1.1	3.3	3.3	34.1	47.3	6.6	2.2	2.2
Simonds High	Core	19	0	36.8	42.1	15.8	5.3	0	0	0
	Early Imm	4	0	0	0	0	75.0	0	25.0	0
	Late Imm	22	0	0	0	45.5	54.5	0	0	0
	SCHOOL	45	0	15.6	17.8	28.9	35.6	0	2.2	0
St. Malachy's High	Core	6	0	0	16.7	66.7	16.7	0	0	0
	Early Imm	14	0	0	0	21.4	50.0	28.6	0	0
	Late Imm	34	0	0	0	38.2	50.0	11.8	0	0
	SCHOOL	54	0	0	1.9	37.0	46.3	14.8	0	0
Harbour View High	Core	16	31.3	12.5	43.8	12.5	0	0	0	0
	Early Imm	5	0	0	0	0	60.0	40.0	0	0
	Late Imm	35	0	0	0	62.9	28.6	8.6	0	0
	SCHOOL	56	8.9	3.6	12.5	42.9	23.2	8.9	0	0
District 08		**246**	**2.4**	**4.9**	**7.7**	**35.8**	**39.4**	**7.7**	**1.2**	**.8**
Fundy High	Late	15	0	0	6.7	46.7	33.3	13.3	0	0
	SCHOOL	15	0	0	6.7	46.7	33.3	13.3	0	0
Sir James Dunn Academy	Core	5	0	0	60.0	20.0	20.0	0	0	0
	SCHOOL	5	0	0	60.0	20.0	20.0	0	0	0
St. Stephen High	Early Imm	1	0	0	0	0	0	0	100.0	0
	Middle Imm	1	0	0	0	100.0	0	0	0	0
	Late Imm	21	0	0	0	23.8	66.7	9.5	0	0
	SCHOOL	23	0	0	0	26.1	60.9	8.7	4.3	0
District 10		**43**	**0**	**0**	**9.3**	**32.6**	**46.5**	**9.3**	**2.3**	**0**

Grade 12 FSL 2003-2004

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Nackawic Senior High	Late Imm	16	0	0	12.5	62.5	18.8	6.3	0	0
	SCHOOL	16	0	0	12.5	62.5	18.8	6.3	0	0
Hartland High	Extended Core	7	0	14.3	28.6	28.6	14.3	14.3	0	0
	SCHOOL	7	0	14.3	28.6	28.6	14.3	14.3	0	0
Woodstock High	Core	3	0	66.7	33.3	0	0	0	0	0
	Late Imm	22	0	0	4.5	59.1	31.8	4.5	0	0
	SCHOOL	25	0	8.0	8.0	52.0	28.0	4.0	0	0
Carleton North Senior High	Core	13	0	15.4	76.9	7.7	0	0	0	0
	Middle Imm	1	0	0	0	0	100.0	0	0	0
	Late Imm	19	0	0	0	36.8	57.9	5.3	0	0
	SCHOOL	33	0	6.1	30.3	24.2	36.4	3.0	0	0
Southern Victoria High	Late Imm	12	0	0	0	66.7	25.0	8.3	0	0
	SCHOOL	12	0	0	0	66.7	25.0	8.3	0	0
Tobique Valley High	Core	22	4.5	36.4	40.9	13.6	4.5	0	0	0
	SCHOOL	22	4.5	36.4	40.9	13.6	4.5	0	0	0
John Caldwell School	Core	1	0	0	0	0	0	100.0	0	0
	Early Imm	20	0	0	0	20.0	40.0	40.0	0	0
	SCHOOL	21	0	0	0	19.0	38.1	42.9	0	0
District 14		**136**	**.7**	**9.6**	**18.4**	**35.3**	**25.7**	**10.3**	**0**	**0**
Dalhousie Reg. High	Core	2	0	0	100.0	0	0	0	0	0
	Early Imm	11	0	0	0	0	0	100.0	0	0
	Late Imm	5	0	0	0	20.0	80.0	0	0	0
	SCHOOL	18	0	0	11.1	5.6	22.2	61.1	0	0
Sugarloaf Senior High	Early Imm	34	0	0	2.9	32.4	41.2	17.6	5.9	0
	SCHOOL	34	0	0	2.9	32.4	41.2	17.6	5.9	0
Bathurst High	Core	5	0	0	20.0	80.0	0	0	0	0
	Early Imm	31	0	0	0	16.1	51.6	29.0	3.2	0
	Late Imm	11	0	0	9.1	54.5	27.3	9.1	0	0
	SCHOOL	47	0	0	4.3	31.9	40.4	21.3	2.1	0
District 15		**99**	**0**	**0**	**5.1**	**27.3**	**37.4**	**27.3**	**3.0**	**0**

Grade 12 FSL 2003-2004

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Miramichi Valley High	Core	9	11.1	11.1	44.4	22.2	0	11.1	0	0
	Early Imm	23	0	0	0	0	39.1	56.5	4.3	0
	Late Imm	7	0	0	0	14.3	57.1	14.3	14.3	0
	SCHOOL	39	2.6	2.6	10.3	7.7	33.3	38.5	5.1	0
James M. Hill Memorial	Core	4	0	0	100.0	0	0	0	0	0
	Late Imm	11	0	0	9.1	54.5	36.4	0	0	0
	SCHOOL	15	0	0	33.3	40.0	26.7	0	0	0
Bonar Law Memorial	Core	1	100.0	0	0	0	0	0	0	0
	Late Imm	20	0	0	0	30.0	55.0	15.0	0	0
	SCHOOL	21	4.8	0	0	28.6	52.4	14.3	0	0
District 16		**75**	**2.7**	**1.3**	**12.0**	**20.0**	**37.3**	**24.0**	**2.7**	**0**
Minto Memorial High	Early Imm	9	0	0	0	33.3	55.6	11.1	0	0
	SCHOOL	9	0	0	0	33.3	55.6	11.1	0	0
Cambridge Narrows School	Core	2	0	0	50.0	50.0	0	0	0	0
	SCHOOL	2	0	0	50.0	50.0	0	0	0	0
Chipman Forest Ave.	Core	9	0	22.2	66.7	11.1	0	0	0	0
	SCHOOL	9	0	22.2	66.7	11.1	0	0	0	0
Oromocto High	Core	10	10.0	60.0	20.0	10.0	0	0	0	0
	Early Imm	3	0	0	0	0	100.0	0	0	0
	Late Imm	27	0	0	7.4	55.6	37.0	0	0	0
	SCHOOL	40	2.5	15.0	10.0	40.0	32.5	0	0	0
District 17		**60**	**1.7**	**13.3**	**18.3**	**35.0**	**30.0**	**1.7**	**0**	**0**

Grade 12 FSL 2003-2004

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Upper Miramichi Regional	Core	8	12.5	50.0	12.5	25.0	0	0	0	0
	SCHOOL	8	12.5	50.0	12.5	25.0	0	0	0	0
Stanley Regional High	Core	9	0	44.4	44.4	11.1	0	0	0	0
	SCHOOL	9	0	44.4	44.4	11.1	0	0	0	0
Fredericton High	Core	11	0	36.4	36.4	27.3	0	0	0	0
	Early Imm	5	0	0	0	20.0	60.0	0	20.0	0
	Middle Imm	48	0	0	0	14.6	64.6	20.8	0	0
	Late Imm	4	0	0	0	75.0	25.0	0	0	0
	SCHOOL	68	0	5.9	5.9	20.6	51.5	14.7	1.5	0
Leo Hayes High	Core	7	28.6	42.9	14.3	0	14.3	0	0	0
	Early Imm	5	0	0	0	0	60.0	40.0	0	0
	Middle Imm	62	0	0	0	17.7	53.2	25.8	3.2	0
	Late Imm	14	0	0	7.1	21.4	64.3	7.1	0	0
	SCHOOL	88	2.3	3.4	2.3	15.9	52.3	21.6	2.3	0
McAdam High	Core	4	50.0	25.0	25.0	0	0	0	0	0
	SCHOOL	4	50.0	25.0	25.0	0	0	0	0	0
Harvey High	Early Imm	1	0	0	0	0	0	100.0	0	0
	Late Imm	7	0	0	14.3	42.9	42.9	0	0	0
	SCHOOL	8	0	0	12.5	37.5	37.5	12.5	0	0
District 18		**185**	**2.7**	**8.6**	**7.0**	**18.4**	**45.4**	**16.2**	**1.6**	**0**
Province		**1463**	**1.1**	**4.6**	**9.0**	**32.7**	**37.7**	**13.8**	**1.0**	**.1**

Percentage of Grade 12 Core Students Achieving
the Program Goal of **Intermediate** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'03-'04	**'02-'03**	**'03-'04**	**'02-'03**
02	Moncton	38	26	21%	12%
06	Rothesay	19	22	16%	5%
08	Saint John	57	49	35%	16%
10	St. Stephen	5	4	40%	25%
14	Woodstock	39	25	15%	16%
15	Dalhousie	7	12	57%	83%
16	Miramichi	14	36	21%	19%
17	Oromocto	21	21	14%	0%
18	Fredericton	39	43	18%	21%
		239 (Provincial Total)	238	23% (Provincial Average)	18%

Percentage of Late Immersion Students Achieving
the Program Goal of **Intermediate Plus** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'03-'04	**'02-'03**	**'03-'04**	**'02-'03**
02	Moncton	57	64	30%	20%
06	Rothesay	205	197	41%	34%
08	Saint John	145	179	54%	47%
10	St. Stephen	36	35	64%	51%
14	Woodstock	69	51	41%	61%
15	Dalhousie	16	26	50%	50%
16	Miramichi	38	64	63%	55%
17	Oromocto	27	32	37%	69%
18	Fredericton	25	18	56%	22%
		618 (Provincial Total)	666	46% (Provincial Average)	43%

Percentage of Early Immersion Students Achieving
the Program Goal of **Advanced** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'03-'04	**'02-'03**	**'03-'04**	**'02-'03**
02	Moncton	176	206	26%	19%
06	Rothesay	69	89	36%	30%
08	Saint John	44	18	30%	22%
10	St. Stephen	1	--	100%	--
14	Woodstock	20	10	40%	60%
15	Dalhousie	76	41	38%	54%
16	Miramichi	23	22	61%	46%
17	Oromocto	12	20	8%	15%
18	Fredericton	11	3	36%	33%
		432 (Provincial Total)	409	32% (Provincial Average)	28%

MIDDLE LEVEL RESULTS

MIDDLE LEVEL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

and

MIDDLE LEVEL MATHEMATICS ASSESSMENT

Middle Level English Language Proficiency Assessment

Background

In the fall of their 8th grade year, all students write a language arts assessment to measure proficiency in the English language. The assessment, designed in New Brunswick, includes four components, two to assess reading and two for writing. To succeed on the assessment, students need to achieve an acceptable rating on three of the four components.

The assessment is intended to identify for parents, schools and districts students who might benefit from intervention. The administration of the assessment is timed so that strategies can be developed by parents and teachers for each student requiring extra help. The number of students exempted remains low, at 4% in 2003-2004. Many of New Brunswick's special needs students are included in this assessment.

Success on this assessment, or its equivalent, is now necessary to meet the literacy requirement needed to gain a New Brunswick graduation diploma from the anglophone program.

Findings

- In October 2003, 6480 students wrote the Middle Level English Language Proficiency Assessment. Sixty-four percent of the students were enrolled in the regular program and 36% in French Immersion.
- Seventy-one percent of those who wrote were successful on the assessment, which is down from 73% the previous year.
- In reading, students were a bit more successful in 2003-2004 than in 2002-2003 on the selected response questions, with 72% achieving acceptable or better compared to 69% last year. Success on the constructed response reading component fell, with 66% of students at acceptable or better in 2003-2004 compared to 72% previously.
- Success rates on the demand writing component were lower than the previous year with 78% of students performing at acceptable or better; similarly, process writing fell to 78%.
- Females were again more successful than males, with 77% of the girls and 64% of the boys successful overall.
- Students in the Early and Late French Immersion programs were considerably more successful than students in the regular program, with a success rate of 87% compared to 62%. While males in French Immersion programs fell eight points behind females (82% to 90% successful), males in the English program were considerably less successful than females, at 56% and 69% respectively.
- The English Language Proficiency Assessment or its equivalent is a requirement for receiving the New Brunswick high school diploma from the English program, thus ensuring emphasis on students' literacy skills. Sixty-six percent of high school students who wrote the English Language Proficiency Reassessment in 2003-2004 earned a successful rating, while the number of potential graduates not succeeding in their efforts to acquire the literacy credential was negligible.

Middle Level English Language Proficiency Assessment 2003-2004

In reading the following chart, you can see that 98 students at Marshview Middle School participated in the Middle Level English Language Proficiency Assessment in the fall of 2003. Eighty-two percent of these students performed at acceptable or better levels on Reading I, and 76% were at that level on Reading II. For writing, 81% of the students were at acceptable or better for the Demand task, and the figure was 79% for Process Writing. Overall, 78% of the students achieved a successful rating.

		% ACCEPTABLE OR ABOVE				
SCHOOL	NO. OF STUDENTS	READING 1	READING II	DEMAND	PROCESS	% SUCCESSFUL
DORCHESTER CONS	12	50	42	67	67	50
MARSHVIEW MIDDLE	98	82	76	81	79	78
PORT ELGIN	49	78	67	82	80	80
BEAVERBROOK	33	76	58	70	91	73
BESSBOROUGH	58	81	76	91	83	85
BIRCHMOUNT	59	81	75	85	78	78
HILLCREST	47	77	57	77	83	70
MAGNETIC HILL	35	74	71	80	74	74
QUEEN ELIZABETH	59	76	59	75	70	68
RIVERVIEW MIDDLE	294	76	71	79	66	70
SHEDIAC CAPE	26	50	50	62	46	42
SUNNY BRAE MIDDLE	77	79	62	75	81	74
LEWISVILLE MIDDLE	124	75	71	80	89	77
EDITH CAVELL	19	79	47	68	84	68
LOU MACNARIN	40	60	55	65	88	63
EVERGREEN PARK	80	73	79	77	79	70
HAVELOCK	10	60	50	70	80	60
PETITCODIAC REG	65	75	62	68	59	62
SALISBURY MIDDLE	118	62	59	64	54	50
CALEDONIA	48	63	56	75	75	63
RIVERSIDE CONS	8	75	88	75	100	75
DISTRICT 02	**1359**	**74**	**67**	**76**	**74**	**70**
SUSSEX MIDDLE	228	66	59	67	69	59
HAMPTON MIDDLE	131	81	65	82	74	72
MACDONALD CONS	41	71	73	59	44	54
HARRY MILLER	93	75	75	89	89	85
ROTHESAY PARK	102	83	77	91	83	81
BELLEISLE REG	35	60	69	66	80	63
QUISPAMSIS	207	79	71	86	77	75
DISTRICT 06	**837**	**75**	**68**	**79**	**75**	**70**
BARNHILL	83	72	68	84	76	71
BEACONSFIELD	65	69	62	82	88	75
FOREST HILLS	102	62	54	65	50	52
HAZEN WHITE/ST FRA	16	81	63	75	94	81
LORNE	59	51	56	78	71	58
PRINCE CHARLES	24	67	50	58	71	54
PRINCESS ELIZABETH	61	71	64	85	84	72
SIMONDS MIDDLE	101	52	55	77	53	48
ST MARTINS	23	78	78	61	35	61

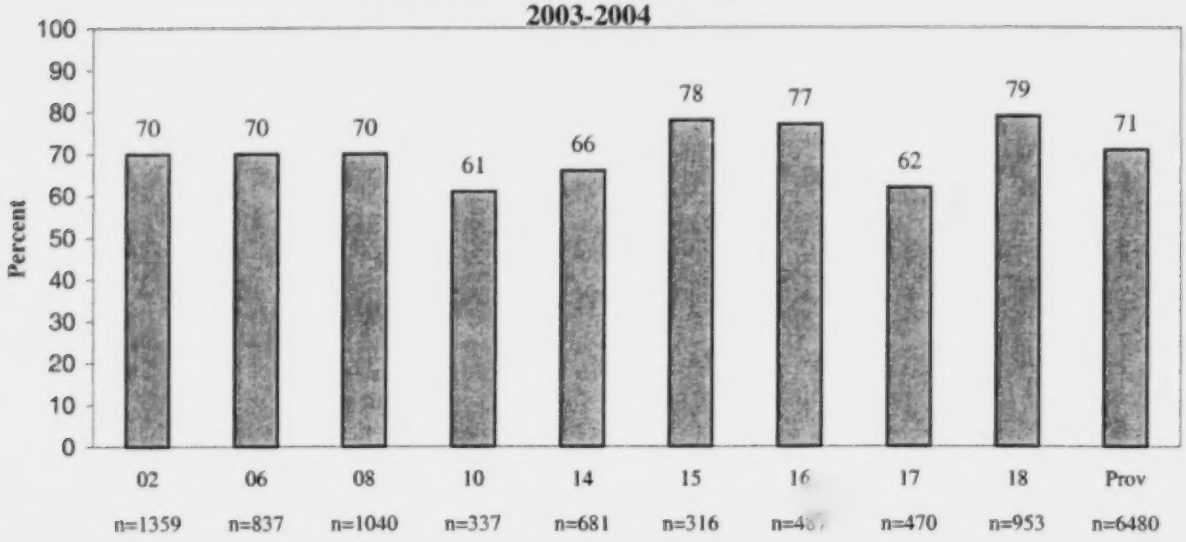
Middle Level English Language Proficiency Assessment 2003-2004

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING I	READING II	DEMAND	PROCESS	
ST ROSE	83	77	68	93	81	82
MILLIDGEVILLE	72	88	72	93	85	89
BAYSIDE	164	85	81	89	97	88
ST JOHN THE BAPT	22	64	55	86	96	73
RIVER VALLEY MID	153	69	63	66	76	65
FUNDY SHORES	12	75	58	67	92	58
DISTRICT 08	**1040**	**71**	**65**	**79**	**76**	**70**
DEER ISLAND	9	89	89	56	78	78
FUNDY	97	44	51	57	53	43
GRAND MANAN	32	59	53	72	75	59
CAMPOBELLO ISLAND	11	55	46	36	27	27
SIR JAMES DUNN	37	84	84	81	76	81
ST. STEPHEN MIDDLE	151	77	67	76	75	70
DISTRICT 10	**337**	**66**	**63**	**69**	**67**	**61**
CANTERBURY	16	100	44	81	94	81
KESWICK VALLEY	28	54	46	75	68	57
NACKAWIC MIDDLE	56	63	48	75	86	57
WOODSTOCK MIDDLE	172	70	66	74	76	70
HARTLAND	59	71	51	81	95	73
BATH MIDDLE	24	46	54	63	83	50
CENTREVILLE	36	72	72	75	97	75
FLORENCEVILLE	88	73	67	76	81	73
PERTH-ANDOVER MID	72	69	58	78	88	71
TOBIQUE VALLEY	45	53	62	71	49	56
JOHN CALDWELL	72	53	49	56	86	54
SAINT MARY'S ACAD	13	54	62	46	39	46
DISTRICT 14	**681**	**66**	**59**	**73**	**80**	**66**
JACQUET RIVER	42	67	67	81	81	71
DALHOUSIE MIDDLE	42	81	62	93	93	86
CAMPBELLTON MIDDLE	67	69	61	70	69	66
SUP[illegible]R MIDDLE	160	81	69	88	97	82
BELLEDUNE	4	100	100	100	100	100
MISCOU-HARBOUR VIB	1	100	100	100	100	100
DISTRICT 15	**316**	**77**	**67**	**84**	**88**	**78**
TABUSINTAC RURAL	9	67	89	67	100	78
HARKINS	156	72	67	84	87	74
NORTH & SOUTH ESK	46	76	59	72	65	65
MILLERTON	27	85	59	78	96	82
BLACKVILLE	35	80	83	89	100	80
MIRAMICHI RURAL	6	100	67	100	100	100
NELSON RURAL	28	71	68	82	75	71
DR LOSIER	108	79	69	88	94	82
ELEANOR W GRAHAM	72	71	72	85	97	78
DISTRICT 16	**487**	**75**	**69**	**84**	**89**	**77**

Middle Level English Language Proficiency Assessment 2003-2004

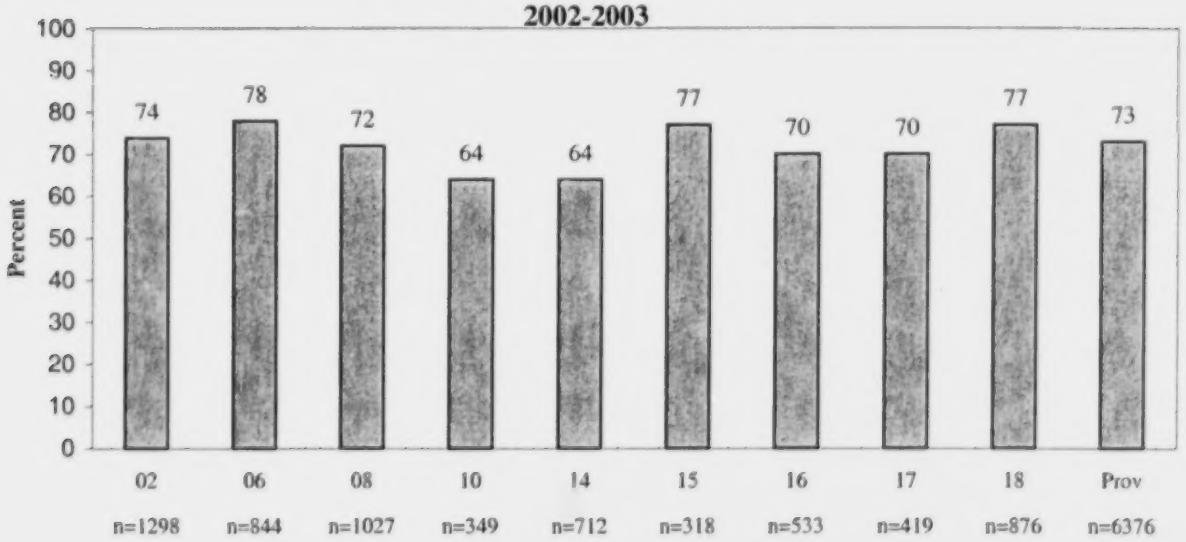
SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING I	READING II	DEMAND	PROCESS	
COLES ISLAND	10	50	30	60	80	50
MINTO ELEM/MID	72	68	71	81	75	72
CAMBRIDGE-NARROWS	19	74	58	63	100	68
CHIPMAN FOREST	38	53	53	74	55	55
SUNBURY WEST	41	66	49	81	81	73
HAROLD PETERSON	130	74	67	72	69	66
RIDGEVIEW MIDDLE	140	54	45	65	68	53
GAGETOWN	20	85	55	60	85	60
DISTRICT 17	**470**	**65**	**57**	**71**	**72**	**62**
DOAKTOWN CONS	20	75	70	90	95	85
UPPER MIRAMICHI	39	64	56	80	87	67
STANLEY	33	79	67	76	88	70
ALBERT ST	217	78	74	87	82	79
DEVON	116	79	60	82	86	75
KESWICK RIDGE	11	91	91	82	91	91
GEORGE ST	213	82	82	89	92	87
NASHWAAKSIS MIDDLE	234	73	74	79	77	75
MCADAM	21	52	57	76	76	57
HARVEY	49	74	78	78	98	86
DISTRICT 18	**953**	**77**	**73**	**84**	**85**	**79**
PROVINCE	**6480**	**72**	**66**	**78**	**78**	**71**

Middle Level English Language Proficiency Assessment
Percent Successful by District
2003-2004



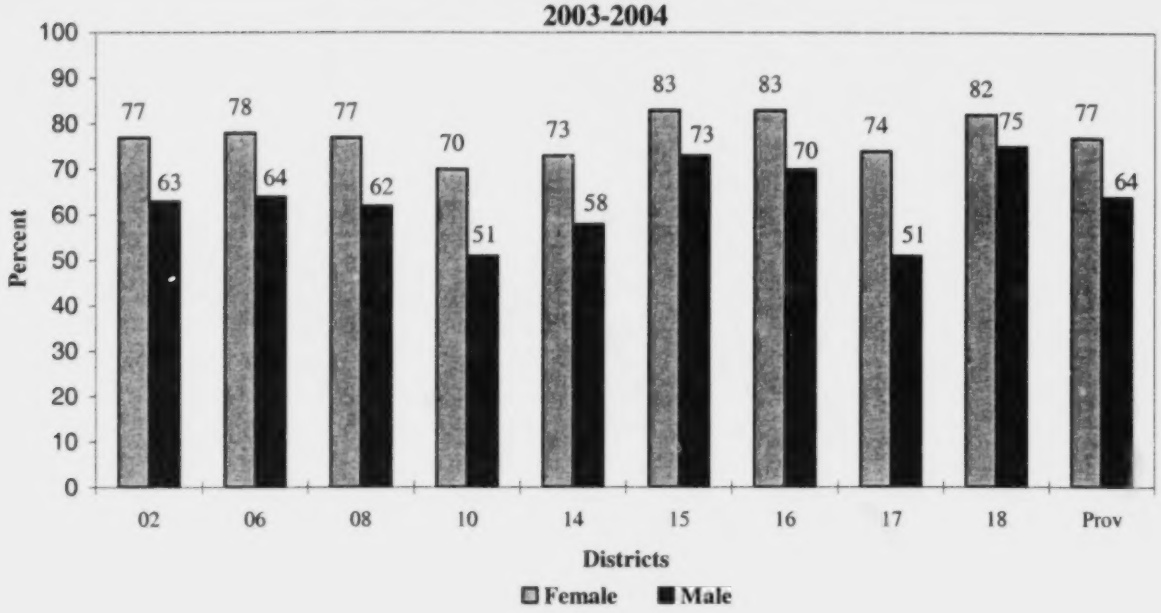
n = total number of students assessed in district

Middle Level English Language Proficiency Assessment
Percent Successful by District
2002-2003

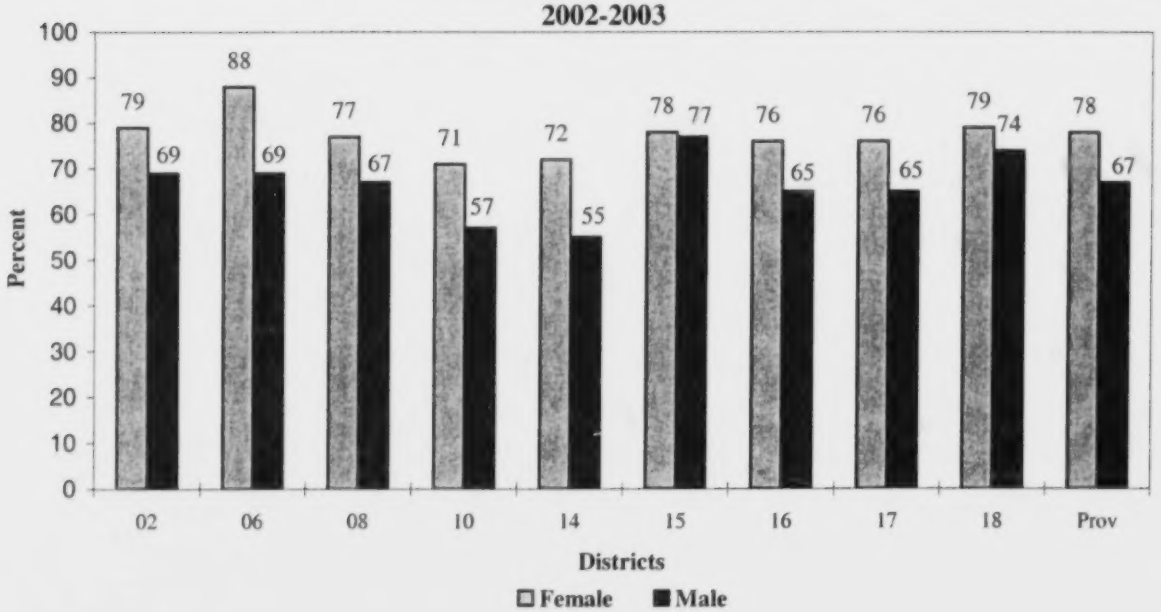


n = total number of students assessed in district

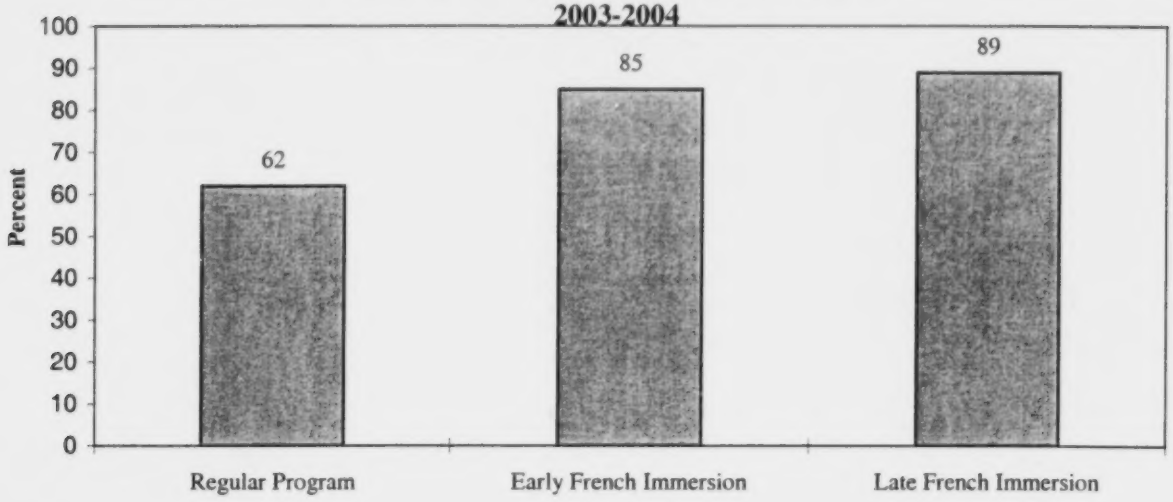
Middle Level English Language Proficiency Assessment
Percent Successful by Gender
2003-2004



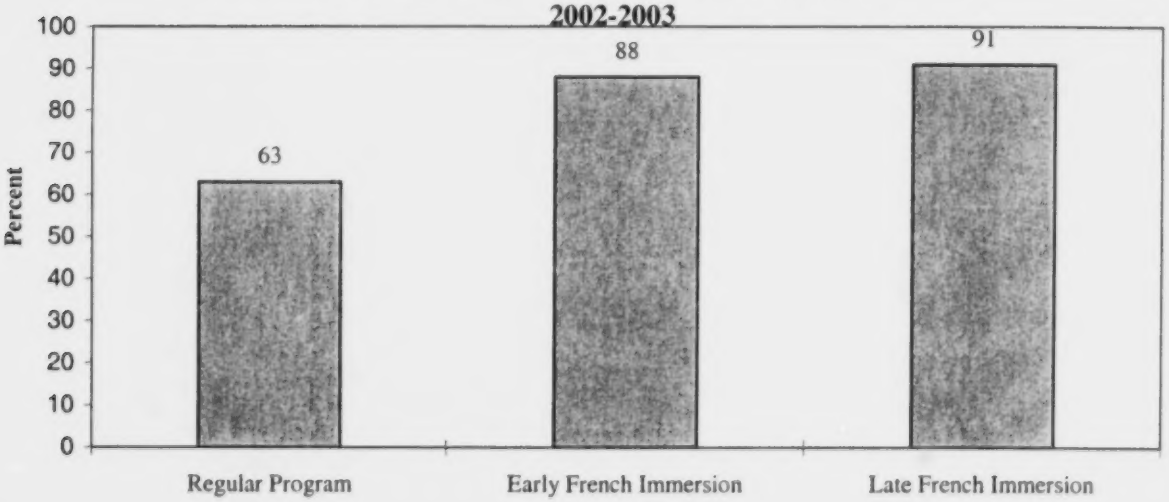
Middle Level English Language Proficiency Assessment
Percent Successful by Gender
2002-2003



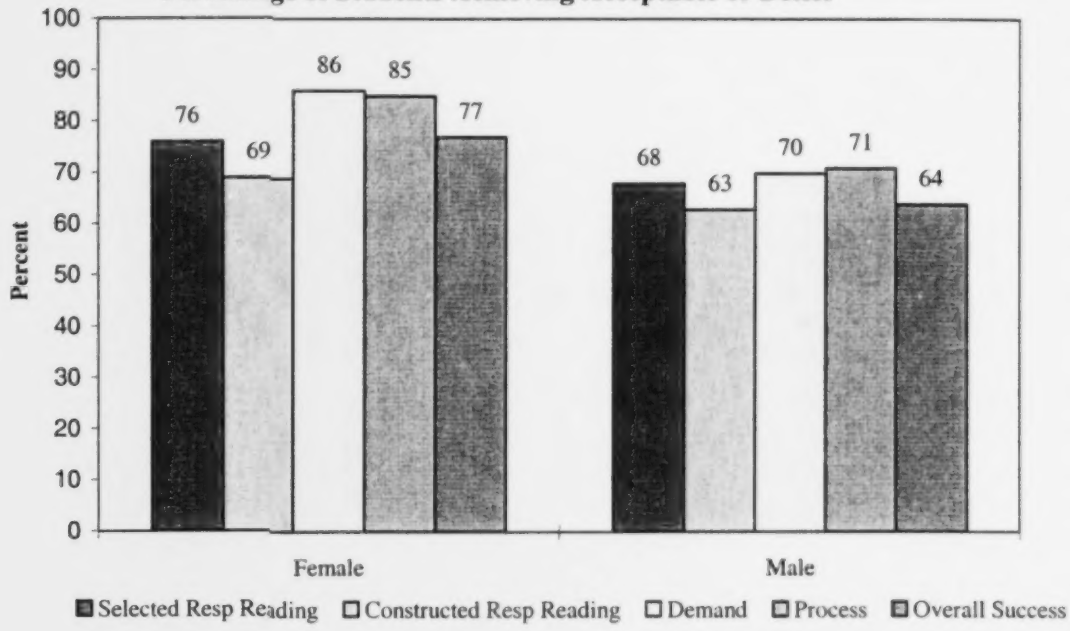
Middle Level English Language Proficiency Assessment
Percent Successful by Program of Instruction
2003-2004



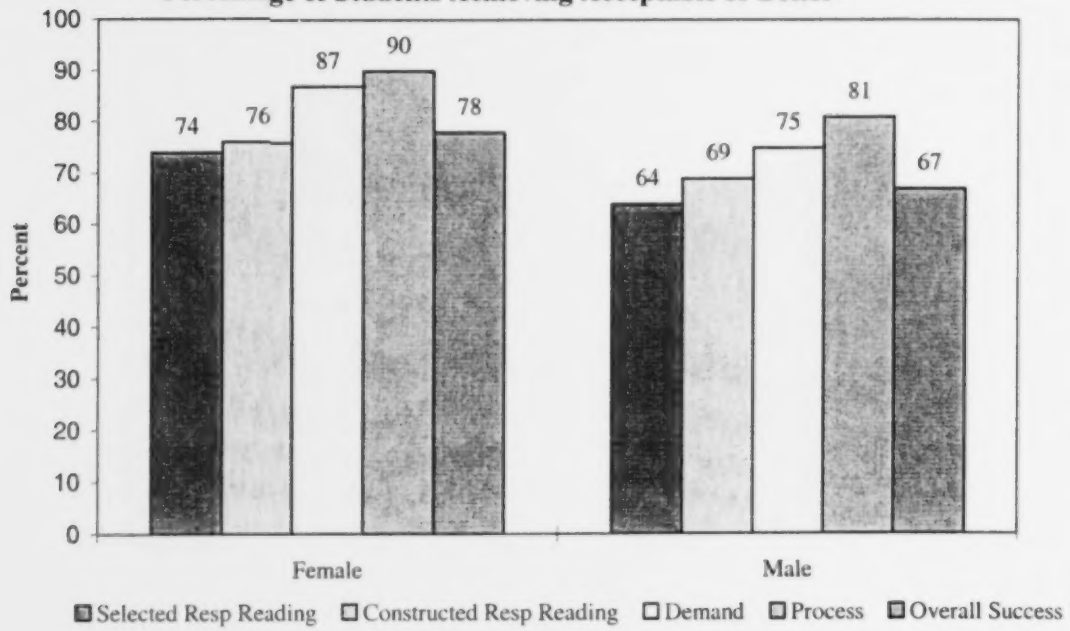
Middle Level English Language Proficiency Assessment
Percent Successful by Program of Instruction
2002-2003



Middle Level English Language Proficiency Assessment 2003-2004
Component Results by Gender
Percentage of Students Achieving Acceptable or Better



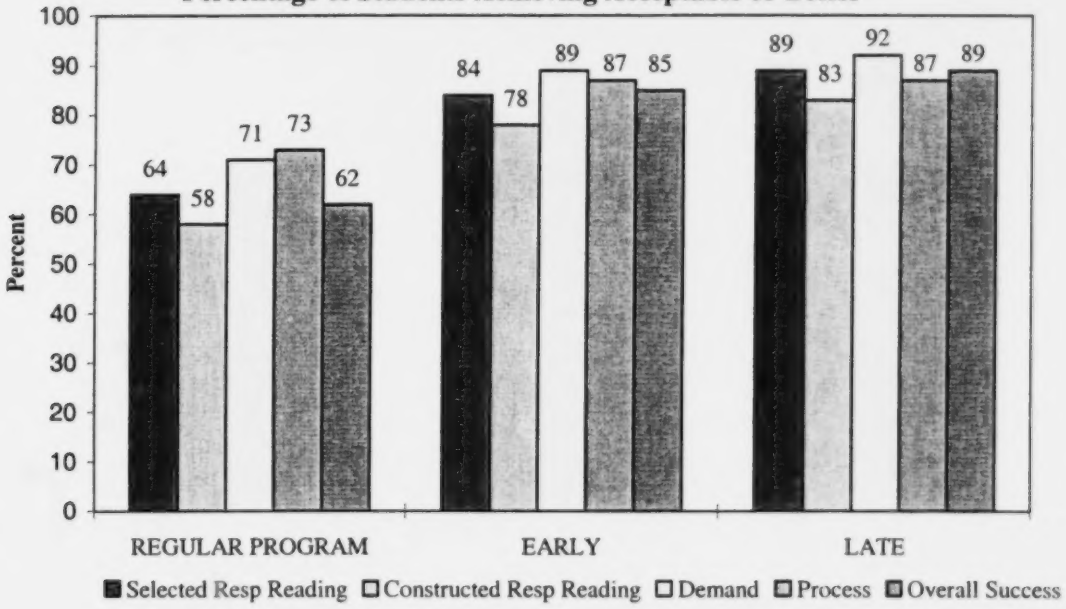
Middle Level English Language Proficiency Assessment 2002-2003
Component Results by Gender
Percentage of Students Achieving Acceptable or Better



Middle Level English Language Proficiency Assessment 2003-2004

Component Results by FSL Program

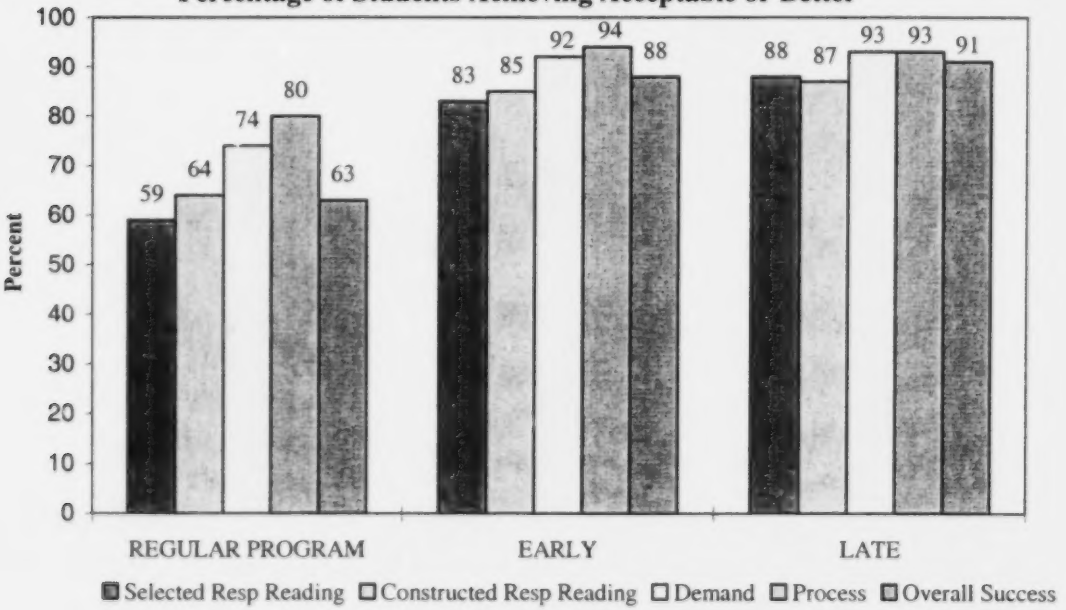
Percentage of Students Achieving Acceptable or Better



Middle Level English Language Proficiency Assessment 2002-2003

Component Results by FSL Program

Percentage of Students Achieving Acceptable or Better



Middle Level Mathematics Assessment

Background

In June of their grade 8 year, all students write the Middle Level Mathematics Assessment, which consists of three sections administered over two days. Although the assessment is based on the grade 8 provincial mathematics curriculum, it is designed to reflect students' achievement over the middle school years.

While students were permitted to use a calculator when writing the greatest part of the assessment, one section, consisting of a number of mental math, selected response and open response questions, was done without a calculator. The assessment included items of varying difficulty levels and addressed the seven strands: Number Concepts, Operations, Patterns and Relations, Measurement, Geometry, Data Management, and Probability.

Student results were reported in terms of three standards: Strong Performance, Appropriate Performance, and Experiencing Difficulty. These standards were linked, in turn, to the percentages of test items answered correctly.

Findings

- Six thousand, three hundred and sixty-seven students wrote the Middle Level Mathematics Assessment; the exemption rate was 4%. Sixty-one percent of those who did the assessment met the provincial standard, compared to 62% last year.

- Half of those writing were female, half male. Sixty-three percent of males and 59% of females met the provincial standard.

- Students enrolled in French Immersion programs achieved at significantly higher levels than those in the English program. Seventy-three percent of students in Early French Immersion and 79% of Late French Immersion students met the standard, compared to 53% of those in the English program.

Middle Level Mathematics 2003-2004

In reading the following chart, you can see that at Bessborough School, 58 students participated in the Middle Level Mathematics Assessment and, on average, they answered correctly 68% of the test items.

School	No. of Students	Percent Correct
BEAVERBROOK	31	58
BESSBOROUGH	58	68
BIRCHMOUNT	61	62
CALEDONIA	49	63
DORCHESTER CONS.	12	64
EDITH CAVELL	15	73
EVERGREEN PARK	77	78
HAVELOCK	10	69
HILLCREST	43	62
LEWISVILLE MIDDLE	120	66
LOU MACNARIN	44	65
MAGNETIC HILL	32	63
MARSHVIEW MIDDLE	93	72
PETITCODIAC REG.	66	56
PORT ELGIN REG.	48	72
QUEEN ELIZABETH	58	70
RIVERSIDE CONS.	7	57
RIVERVIEW MIDDLE	297	63
SALISBURY MIDDLE	113	66
SHEDIAC CAPE	24	49
SUNNY BRAE MIDDLE	77	58
DISTRICT 02	**1335**	**65**
BELLEISLE REG.	30	58
HAMPTON MIDDLE	132	62
HARRY MILLER	90	68
MACDONALD CONS.	39	59
QUISPAMSIS	203	64
ROTHESAY PARK	100	69
SUSSEX MIDDLE	225	67
DISTRICT 06	**819**	**65**
BARNHILL MEMORIAL	84	63
BAYSIDE	165	63
BEACONSFIELD	63	68

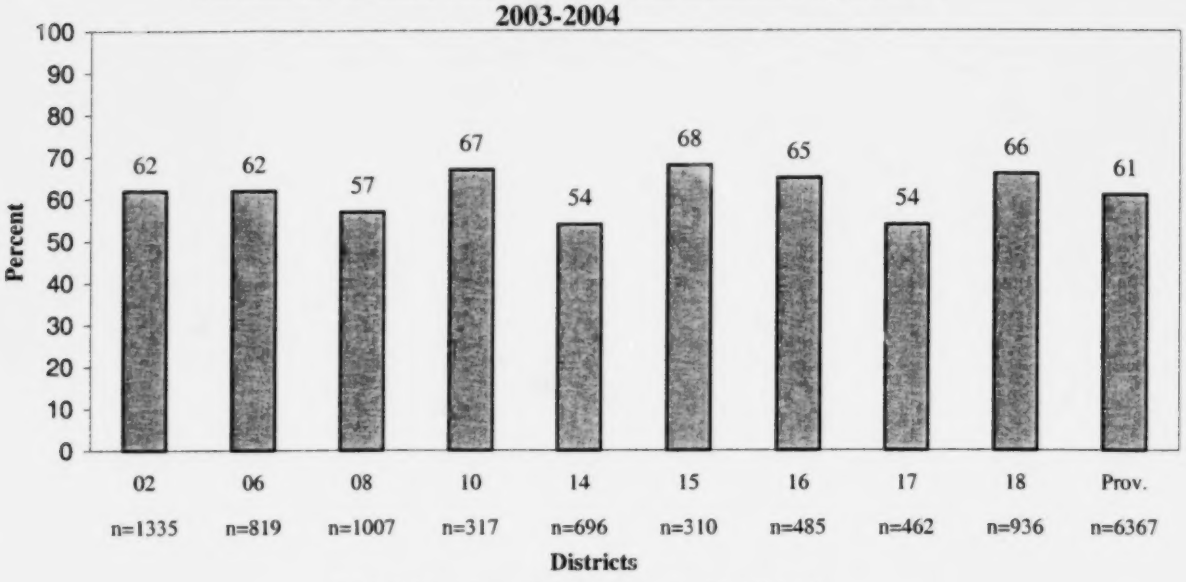
School	No. of Students	Percent Correct
FOREST HILLS	93	52
FUNDY SHORES	13	71
HAZEN WHITE-ST. FRA.	18	63
LORNE	56	50
MILLIDGEVILLE N.	69	69
PRINCE CHARLES	26	52
PRINCESS ELIZABETH	61	65
RIVER VALLEY MID	146	65
SIMONDS MIDDLE	91	68
ST JOHN THE BAPT	19	55
ST MARTINS	22	64
ST ROSE	81	69
DISTRICT 08	**1007**	**63**
CAMPOBELLO ISLAND	9	74
DEER ISLAND CONS.	8	69
FUNDY	82	60
GRAND MANAN COM	32	55
SIR JAMES DUNN	37	73
ST. STEPHEN MIDDLE	149	72
DISTRICT 10	**317**	**67**
BATH MIDDLE	24	53
CANTERBURY HIGH	18	65
CENTREVILLE MIDDLE	42	56
FLORENCEVILLE MIDDLE	87	67
HARTLAND	61	50
JOHN CALDWELL	71	60
KESWICK VALLEY	26	59
NACKAWIC MIDDLE	57	69
PERTH-ANDOVER MID	72	65
ST. MARY'S ACAD	15	61
TOBIQUE VALLEY	44	52
WOODSTOCK MIDDLE	179	63
DISTRICT 14	**696**	**61**

Middle Level Mathematics

School	No. of Students	Percent Correct
BELLEDUNE	3	86
CAMPBELLTON MID	70	59
DALHOUSIE MIDDLE	42	71
JACQUET RIVER	41	67
MISCOU-HARBOUR VIBERT	1	38
SUPERIOR MIDDLE	153	70
DISTRICT 15	**310**	**67**
BLACKVILLE	35	73
DR. LOSIER	108	68
ELEANOR GRAHAM	74	63
HARKINS	150	69
MILLERTON	28	69
MIRAMICHI RURAL	7	70
NELSON RURAL	27	65
NORTH & SOUTH ESK	46	58
TABUSINTAC	10	80
DISTRICT 16	**485**	**67**
CAMBRIDGE-NARROWS	18	62
CHIPMAN FOREST AVE	37	57

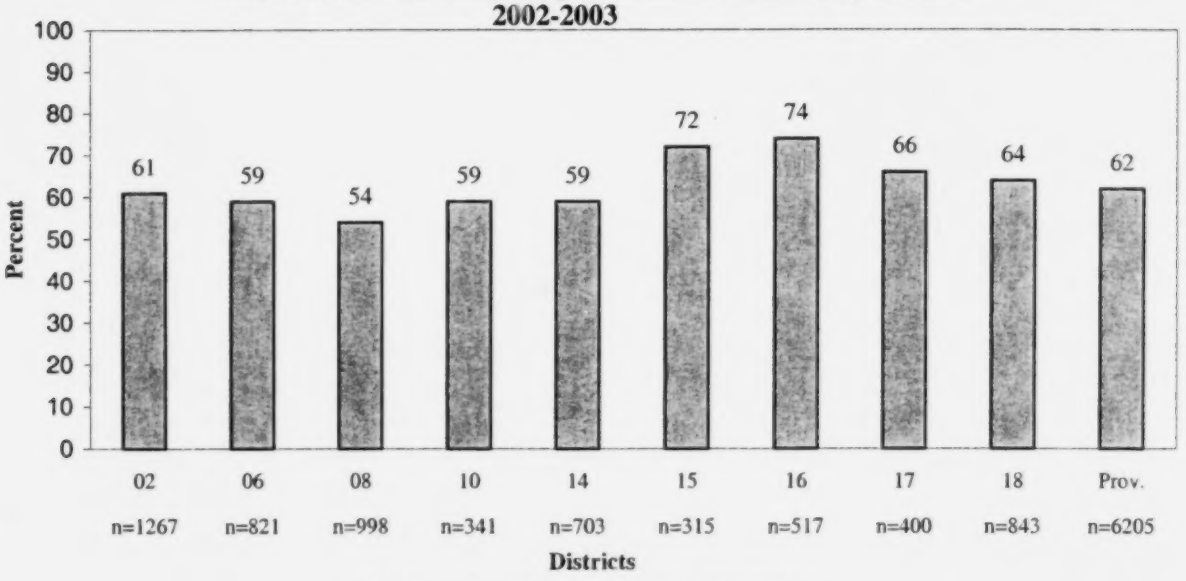
School	No. of Students	Percent Correct
COLES ISLAND	11	75
GAGETOWN	19	62
HAROLD PETERSON	131	63
MINTO ELEM/MID	67	68
RIDGEVIEW MIDDLE	139	53
SUNBURY WEST	40	74
DISTRICT 17	**462**	**61**
ALBERT ST	210	69
DEVON	119	63
DOAKTOWN CONS.	18	64
GEORGE ST	215	64
HARVEY	45	71
KESWICK RIDGE	11	76
MCADAM	19	54
NASHWAAKSIS MIDDLE	226	69
STANLEY	34	65
UPPER MIRAMICHI	39	63
DISTRICT 18	**936**	**67**
PROVINCE	**6367**	**65**

Middle Level Mathematics Assessment
Percent of Students Meeting Provincial Standard by District
2003-2004



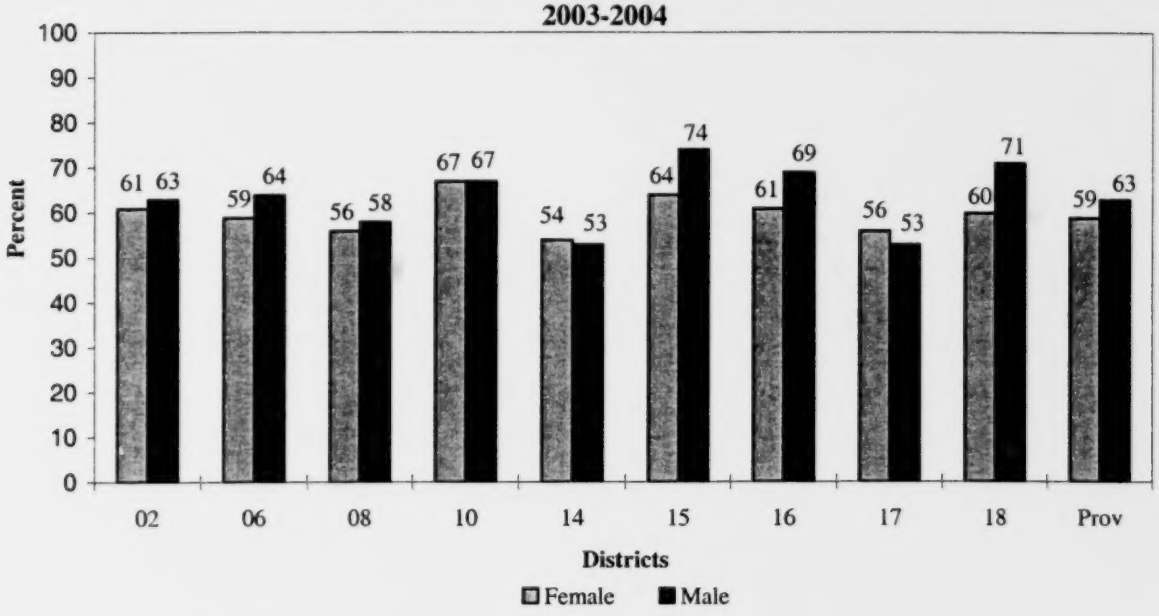
n = total number of students assessed in district

Middle Level Mathematics Assessment
Percent of Students Meeting Provincial Standard by District
2002-2003

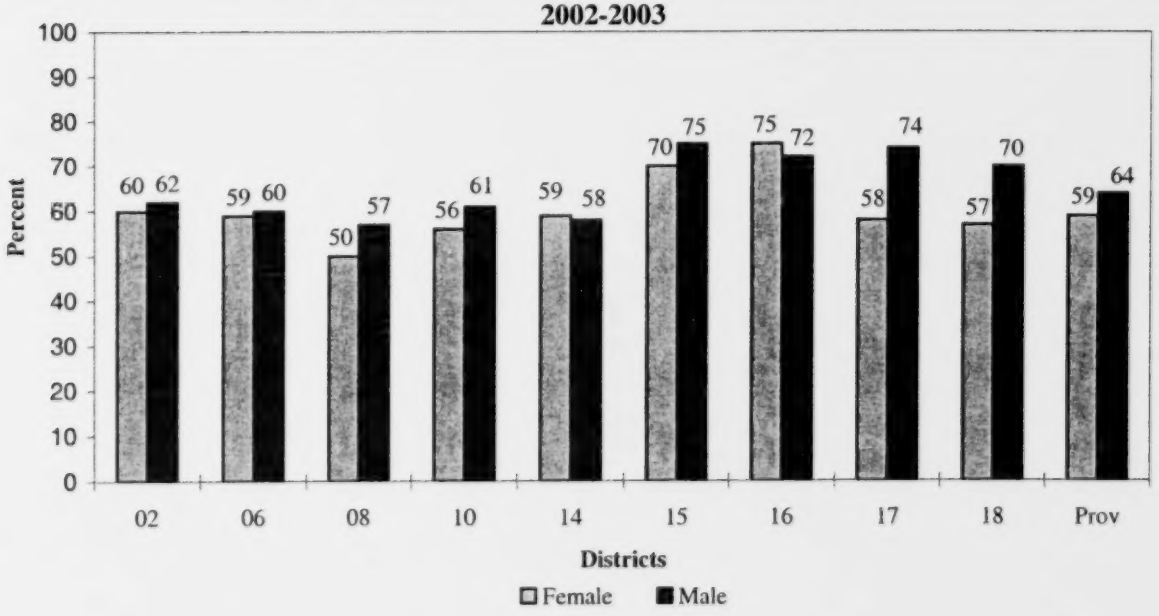


n = total number of students assessed in district

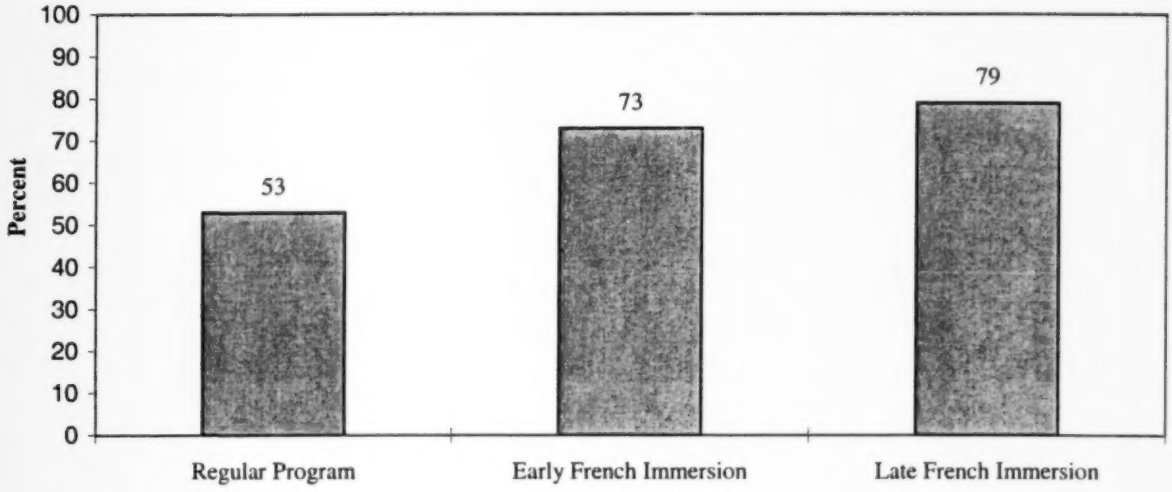
Middle Level Mathematics Assessment
Percent of Students Meeting Provincial Standard by Gender
2003-2004



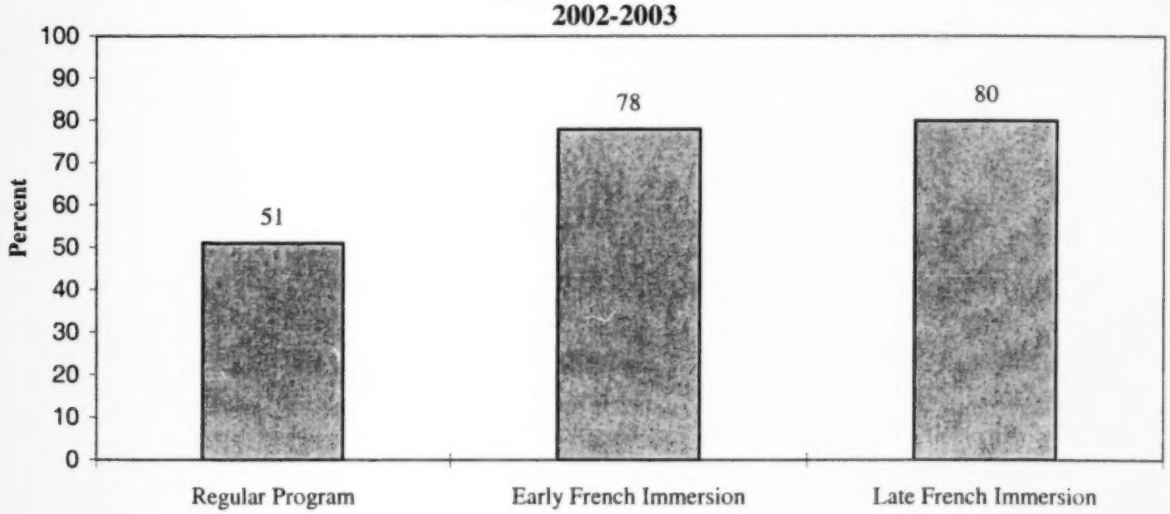
Middle Level Mathematics Assessment
Percent of Students Meeting Provincial Standard by Gender
2002-2003



Middle Level Mathematics Assessment
Percent of Students Meeting Provincial Standard by
Program of Instruction
2003-2004



Middle Level Mathematics Assessment
Percent of Students Meeting Provincial Standard by
Program of Instruction
2002-2003



ELEMENTARY LEVEL RESULTS

PROVINCIAL LITERACY ASSESSMENT AT GRADE 2

and

PROVINCIAL MATHEMATICS ASSESSMENT AT GRADE 5

Provincial Literacy Assessment at Grade 2

Background

The Provincial Literacy Assessment at Grade 2 was administered for the first time at the end of May 2004, having been piloted the previous year. It comprised three components: reading comprehension, running records and writing. Part of the Department of Education's early literacy initiative as articulated in the Quality Learning Agenda, the assessment serves both as an indicator of individual student performance in reading and writing, and a broad system measure of literacy achievement after three years of schooling.

The reading comprehension component for students in the English program consisted of questions from nationally normed standardized achievement tests. For the French Immersion population, the reading comprehension test materials were prepared by practicing teachers and district/Department of Education personnel. To complete running records, teachers assessed how students processed print by listening to them read orally. The writing task involved students producing a single short piece of writing over approximately four sessions.

Findings

- Approximately 5600 students participated in the Provincial Literacy Assessment at Grade 2.
- At the time of the assessment, 4307 grade 2 students were enrolled in the English program and 1615 in the French Immersion program.
- Results for English reading comprehension showed that 59% of students met the provincial reading standard for grade 2, including 12.5% who demonstrated strong performance. In French Immersion reading comprehension, 63% of the students met the standard, with 18% at the strong level.
- From the reading record analyses, 71% of students in the English program were reading at or above grade level while it was 69% for French Immersion students.
- Students fared least well in writing; forty-two percent of those in the English program met the provincial standard; results showed 44% for French Immersion students.
- Girls outperformed boys in reading comprehension: 65% of females met the standard in the English program, compared to 55% of males; the percentages were 67% and 57% respectively for French Immersion.
- For both programs, results in writing were a little better for girls than boys, with 51% of females meeting the writing standard in English and 52% in French Immersion.

Provincial Assessment at Grade 2 2003-2004

In reading the following chart, you can see that at Arnold H. McLeod School, 29 students in the English program participated in the Literacy Assessment; 48% of these students met the provincial reading standard, while 31% met the writing standard. Thirty-six French Immersion students were involved, with 81% reaching the standard in reading and 53% in writing. Overall, 65 students completed the assessment and the percent of students meeting the reading and writing standards was 66 and 43 respectively.

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
ARNOLD H. MCLEOD			
English	29	48	31
Immersion	36	81	53
Overall	65	66	43
BEAVERBROOK			
English	24	42	13
Immersion	12	8	58
Overall	36	31	28
BESSBOROUGH			
English	25	44	24
Immersion	43	67	40
Overall	68	59	34
BIRCHMOUNT			
English	25	36	12
Immersion	37	51	27
Overall	62	45	21
CLAUDE D. TAYLOR			
English	31	55	45
Immersion	48	81	42
Overall	79	71	43
DORCHESTER CONS			
English	7	29	14
Immersion	--	--	--
Overall	7	29	14
EDITH CAVELL			
English	17	35	12
Immersion	17	41	35
Overall	34	38	24
EVERGREEN PARK			
English	37	57	30
Immersion	60	73	45
Overall	97	67	39
FOREST GLEN			
English	25	36	28
Immersion	44	50	34
Overall	69	45	32
FRANK L. BOWSER			
English	24	71	67
Immersion	41	54	61
Overall	65	60	63
GUNNINGSVILLE			
English	19	79	74
Immersion	23	39	13
Overall	42	57	40

Provincial Assessment at Grade 2 2003-2004

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
HAVELOCK			
English	25	64	40
Immersion	--	--	--
Overall	25	64	40
HILLCREST			
English	14	86	86
Immersion	--	--	--
Overall	14	86	86
HILLSBOROUGH			
English	39	85	56
Immersion	--	--	--
Overall	39	85	56
LOU MACNARIN			
English	19	42	5
Immersion	30	63	27
Overall	49	55	18
LOWER COVERDALE			
English	6	83	67
Immersion	--	--	--
Overall	6	83	67
MAGNETIC HILL			
English	14	71	21
Immersion	20	60	30
Overall	34	65	26
MOUNTAIN VIEW			
English	10	80	70
Immersion	--	--	--
Overall	10	80	70
PETITCODIAC REG			
English	41	49	46
Immersion	--	--	--
Overall	41	49	46
PORT ELGIN REG			
English	18	50	28
Immersion	--	--	--
Overall	18	50	28
QUEEN ELIZABETH			
English	25	44	12
Immersion	27	67	63
Overall	52	56	38
RIVERSIDE CONS			
English	10	50	20
Immersion	--	--	--
Overall	10	50	20
SALEM			
English	42	45	36
Immersion	53	60	49
Overall	95	54	43

Provincial Assessment at Grade 2 2003-2004

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
SALISBURY ELEM			
English	53	40	32
Immersion	34	38	38
Overall	87	39	34
SHEDIAC CAPE			
English	8	25	25
Immersion	23	44	9
Overall	31	39	13
UPLANDS			
English	9	44	22
Immersion	--	--	--
Overall	9	44	22
WEST RIVERVIEW			
English	28	82	57
Immersion	33	100	79
Overall	61	92	69
DISTRICT 02			
English	**624**	**54**	**36**
Immersion	**581**	**62**	**43**
Overall	**1205**	**58**	**39**
APOHAQUI			
English	25	56	24
Immersion	--	--	--
Overall	25	56	24
BELLEISLE ELEM			
English	35	51	31
Immersion	--	--	--
Overall	35	51	31
DR. A T LEATHERBARROW			
English	77	68	48
Immersion	--	--	--
Overall	77	68	48
FAIRVALE			
English	68	78	57
Immersion	22	82	55
Overall	90	79	57
HAMPTON			
English	--	--	--
Immersion	34	68	18
Overall	34	68	18
HAMMOND RIVER VALLEY			
English	32	50	44
Immersion	--	--	--
Overall	32	50	44
KENNEBECASIS PARK			
English	36	78	64
Immersion	--	--	--
Overall	36	78	64

Provincial Assessment at Grade 2 2003-2004

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
LAKEFIELD			
English	60	80	75
Immersion	24	71	75
Overall	84	77	75
MACDONALD CONS			
English	30	73	47
Immersion	--	--	--
Overall	30	73	47
NORTON			
English	19	58	26
Immersion	--	--	--
Overall	19	58	26
QUISPAMSIS ELEM			
English	37	78	41
Immersion	23	100	87
Overall	60	87	58
ROTHESAY ELEM			
English	38	71	45
Immersion	32	75	78
Overall	70	73	60
SUSSEX CORNER			
English	39	62	41
Immersion	12	42	8
Overall	51	57	33
SUSSEX ELEM			
English	74	60	46
Immersion	30	73	57
Overall	104	63	49
DISTRICT 06			
English	**570**	**68**	**48**
Immersion	**177**	**75**	**56**
Overall	**747**	**69**	**50**
BARNHILL			
English	19	74	47
Immersion	--	--	--
Overall	19	74	47
BAYVIEW			
English	34	47	29
Immersion	--	--	--
Overall	34	47	29
BROWN'S FLAT			
English	5	40	40
Immersion	--	--	--
Overall	5	40	40
CENTENNIAL			
English	42	31	26
Immersion	--	--	--
Overall	42	31	26

Provincial Assessment at Grade 2 2003-2004

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
CHAMPLAIN HEIGHTS			
English	44	71	52
Immersion	--	--	--
Overall	44	71	52
FOREST HILLS			
English	50	36	12
Immersion	30	63	67
Overall	80	46	33
FUNDY SHORES			
English	7	43	57
Immersion	--	--	--
Overall	7	43	57
GLEN FALLS			
English	35	46	26
Immersion	--	--	--
Overall	35	46	26
GRAND BAY PRIMARY			
English	43	67	47
Immersion	--	--	--
Overall	43	67	47
GRANDVIEW AVENUE			
English	23	61	44
Immersion	--	--	--
Overall	23	61	44
HAVELOCK			
English	20	95	70
Immersion	19	63	63
Overall	39	79	67
HAZEN WHITE-ST.FRAN			
English	18	39	28
Immersion	--	--	--
Overall	18	39	28
HOLY TRINITY			
English	16	56	19
Immersion	--	--	--
Overall	16	56	19
ISLAND VIEW			
English	57	81	74
Immersion	--	--	--
Overall	57	81	74
LAKEWOOD HEIGHTS			
English	42	67	62
Immersion	--	--	--
Overall	42	67	62
LOCH LOMOND			
English	50	38	14
Immersion	19	84	63
Overall	69	51	28

Provincial Assessment at Grade 2 2003-2004

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
M. GERALD TEED			
English	60	60	50
Immersion	--	--	--
Overall	60	60	50
MILLIDGEVILLE NORTH			
English	--	--	--
Immersion	71	55	39
Overall	71	55	39
MORNA HEIGHTS			
English	21	62	48
Immersion	--	--	--
Overall	21	62	48
PRINCE CHARLES			
English	25	40	28
Immersion	--	--	--
Overall	25	40	28
PRINCESS ELIZABETH			
English	18	78	61
Immersion	--	--	--
Overall	18	78	61
SEAWOOD			
English	19	90	84
Immersion	--	--	--
Overall	19	90	84
ST. JOHN THE BAPTIST			
English	20	20	20
Immersion	--	--	--
Overall	20	20	20
ST. MARTINS			
English	14	57	29
Immersion	--	--	--
Overall	14	57	29
ST. PATRICK'S			
English	31	71	36
Immersion	--	--	--
Overall	31	71	36
ST. ROSE			
English	25	52	32
Immersion	--	--	--
Overall	25	52	32
WESTFIELD			
English	34	50	32
Immersion	17	47	53
Overall	51	49	39
DISTRICT 08			
English	**772**	**57**	**41**
Immersion	**156**	**60**	**52**
Overall	**928**	**57**	**42**

Provincial Assessment at Grade 2 2003-2004

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
BACK BAY			
English	14	50	50
Immersion	--	--	--
Overall	14	50	50
BLACKS HARBOUR			
English	29	79	52
Immersion	--	--	--
Overall	29	79	52
CAMPOBELLO ISLAND			
English	12	67	50
Immersion	--	--	--
Overall	12	67	50
DEER ISLAND			
English	10	70	30
Immersion	--	--	--
Overall	10	70	30
GRAND MANAN			
English	31	74	52
Immersion	--	--	--
Overall	31	74	52
LAWRENCE STATION			
English	13	54	23
Immersion	--	--	--
Overall	13	54	23
MILLTOWN ELEM			
English	41	54	24
Immersion	--	--	--
Overall	41	54	24
PENNFIELD ELEM			
English	15	33	47
Immersion	--	--	--
Overall	15	33	47
ST. GEORGE ELEM			
English	43	58	14
Immersion	--	--	--
Overall	43	58	14
ST. STEPHEN ELEM			
English	85	40	25
Immersion	23	39	48
Overall	108	40	30
VINCENT MASSEY			
English	41	83	42
Immersion	--	--	--
Overall	41	83	42
WHITE HEAD			
English	7	71	0
Immersion	--	--	--
Overall	7	71	0

Provincial Assessment at Grade 2 2003-2004

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
DISTRICT 10			
English	**341**	**59**	**33**
Immersion	**23**	**39**	**48**
Overall	**364**	**57**	**34**
ANDOVER ELEM			
English	36	36	11
Immersion	14	50	29
Overall	50	40	16
AROOSTOOK ELEM			
English	4	75	50
Immersion	--	--	--
Overall	4	75	50
BATH ELEM			
English	41	37	44
Immersion	--	--	--
Overall	41	37	44
BRISTOL ELEM			
English	24	46	21
Immersion	--	--	--
Overall	24	46	21
CANTERBURY			
English	19	63	26
Immersion	--	--	--
Overall	19	63	26
CENTRAL CARLETON EL			
English	43	44	44
Immersion	--	--	--
Overall	43	44	44
CENTREVILLE			
English	27	59	11
Immersion	--	--	--
Overall	27	59	11
DEBEC			
English	17	77	47
Immersion	--	--	--
Overall	17	77	47
DONALD FRASER			
English	35	63	49
Immersion	--	--	--
Overall	35	63	49
FLORENCEVILLE ELEM			
English	37	57	27
Immersion	--	--	--
Overall	37	57	27
FLORENCEVILLE MIDDLE			
English	--	--	--
Immersion	18	67	83
Overall	18	67	83

Provincial Assessment at Grade 2 2003-2004

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
JOHN CALDWELL			
English	13	46	54
Immersion	36	67	53
Overall	49	61	53
JUNIPER			
English	9	56	44
Immersion	--	--	--
Overall	9	56	44
KESWICK VALLEY			
English	26	69	62
Immersion	--	--	--
Overall	26	69	62
SAINT MARY'S			
English	16	81	56
Immersion	--	--	--
Overall	16	81	56
SOUTHERN CARLETON EL			
English	42	64	21
Immersion	19	68	37
Overall	61	66	26
WOODSTOCK CENTENNIAL			
English	40	83	85
Immersion	19	79	53
Overall	59	81	75
DISTRICT 14			
English	**480**	**59**	**43**
Immersion	**106**	**67**	**52**
Overall	**586**	**61**	**45**
BELLEDUNE			
English	2	100	50
Immersion	--	--	--
Overall	2	100	50
CORONATION PARK			
English	21	43	33
Immersion	--	--	--
Overall	21	43	33
JACQUET RIVER			
English	16	56	38
Immersion	9	56	0
Overall	25	56	24
JANEVILLE			
English	8	100	100
Immersion	--	--	--
Overall	8	100	100
L. E. REINSBOROUGH			
English	29	76	69
Immersion	16	31	38
Overall	45	60	58

Provincial Assessment at Grade 2 2003-2004

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
LORD BEAVERBROOK			
English	19	26	5
Immersion	31	68	32
Overall	50	52	22
LORNE			
English	2	0	0
Immersion	--	--	--
Overall	2	0	0
MARY GOSNELL			
English	13	54	31
Immersion	9	11	0
Overall	22	36	18
PARKWOOD			
English	20	65	15
Immersion	29	41	24
Overall	49	51	20
TIDE HEAD			
English	7	71	57
Immersion	--	--	--
Overall	7	71	57
SOUTH BATHURST			
English	--	--	--
Immersion	37	70	32
Overall	37	70	32
DISTRICT 15			
English	**137**	**58**	**39**
Immersion	**131**	**53**	**27**
Overall	**268**	**56**	**33**
BLACKVILLE			
English	39	74	41
Immersion	--	--	--
Overall	39	74	41
CROFT			
English	15	87	73
Immersion	40	75	43
Overall	55	78	51
GRETNA GREEN			
English	30	90	47
Immersion	--	--	--
Overall	30	90	47
HARCOURT			
English	3	67	67
Immersion	--	--	--
Overall	3	67	67
HARKINS ELEM			
English	42	57	52
Immersion	--	--	--
Overall	42	57	52

Provincial Assessment at Grade 2 2003-2004

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
IAN BAILLIE PRIMARY			
English	33	58	61
Immersion	26	69	42
Overall	59	63	53
MILLERTON			
English	14	86	93
Immersion	--	--	--
Overall	14	86	93
MIRAMICHI RURAL			
English	10	70	60
Immersion	--	--	--
Overall	10	70	60
NAPAN			
English	11	64	36
Immersion	--	--	--
Overall	11	64	36
NELSON RURAL			
English	34	74	65
Immersion	--	--	--
Overall	34	74	65
NORTH & SOUTH ESK			
English	38	92	82
Immersion	--	--	--
Overall	38	92	82
REXTON ELEM			
English	67	61	58
Immersion	--	--	--
Overall	67	61	58
ST. ANDREWS ELEM			
English	33	82	52
Immersion	--	--	--
Overall	33	82	52
TABUSINTAC			
English	14	86	64
Immersion	--	--	--
Overall	14	86	64
DISTRICT 16			
English	**383**	**73**	**59**
Immersion	**66**	**73**	**42**
Overall	**449**	**73**	**57**
ASSINIBOINE AVE			
English	31	36	39
Immersion	22	55	55
Overall	53	43	45
BURTON ELEM			
English	15	80	67
Immersion	--	--	--
Overall	15	80	67

Provincial Assessment at Grade 2 2003-2004

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
CAMBRIDGE-NARROWS			
English	14	36	36
Immersion	--	--	--
Overall	14	36	36
CHIPMAN ELEM			
English	30	40	27
Immersion	--	--	--
Overall	30	40	27
COLES ISLAND			
English	15	53	13
Immersion	--	--	--
Overall	15	53	13
GAGETOWN			
English	15	67	60
Immersion	--	--	--
Overall	15	67	60
GEARY ELEM			
English	23	70	61
Immersion	--	--	--
Overall	23	70	61
GESNER ST			
English	23	74	35
Immersion	18	61	22
Overall	41	68	29
HUBBARD AVE			
English	32	31	28
Immersion	--	--	--
Overall	32	31	28
LOWER LINCOLN			
English	35	71	40
Immersion	--	--	--
Overall	35	71	40
MINTO ELEM-MID			
English	46	65	70
Immersion	16	19	13
Overall	62	53	55
SUMMERHILL ST			
English	40	58	45
Immersion	21	57	33
Overall	61	58	41
SUNBURY WEST			
English	36	67	53
Immersion	--	--	--
Overall	36	67	53
DISTRICT 17			
English	**355**	**57**	**45**
Immersion	**77**	**49**	**33**
Overall	**432**	**56**	**43**

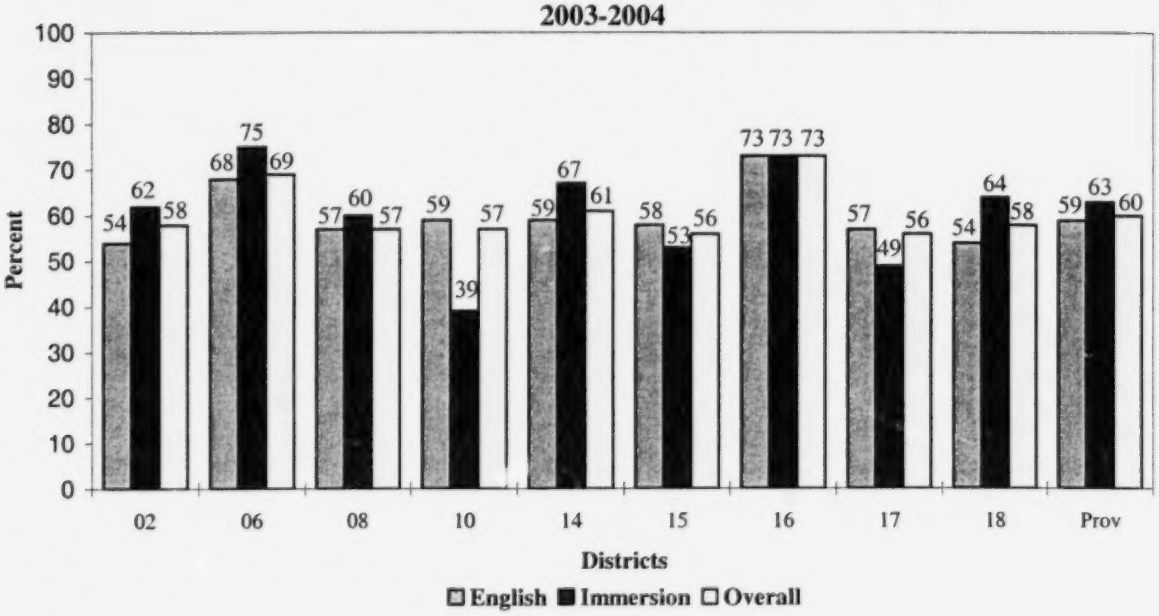
Provincial Assessment at Grade 2 2003-2004

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
ALEXANDER GIBSON MEM			
English	47	49	28
Immersion	21	57	33
Overall	68	51	29
BARKERS POINT			
English	30	30	53
Immersion	23	78	48
Overall	53	51	51
CONNAUGHT ST			
English	25	68	28
Immersion	18	67	44
Overall	43	68	35
DOAKTOWN PRIMARY			
English	24	54	58
Immersion	--	--	--
Overall	24	54	58
DOUGLAS			
English	7	100	14
Immersion	--	--	--
Overall	7	100	14
GARDEN CREEK			
English	22	36	18
Immersion	23	87	61
Overall	45	62	40
HARVEY ELEM			
English	21	48	29
Immersion	18	61	44
Overall	39	54	36
KESWICK RIDGE			
English	24	29	17
Immersion	--	--	--
Overall	24	29	17
KINGSCLEAR CONS			
English	21	67	24
Immersion	--	--	--
Overall	21	67	24
LIVERPOOL ST			
English	36	61	69
Immersion	33	61	33
Overall	69	61	52
MCADAM AVE			
English	16	75	25
Immersion	--	--	--
Overall	16	75	25
MCADAM ELEM			
English	20	55	20
Immersion	--	--	--
Overall	20	55	20

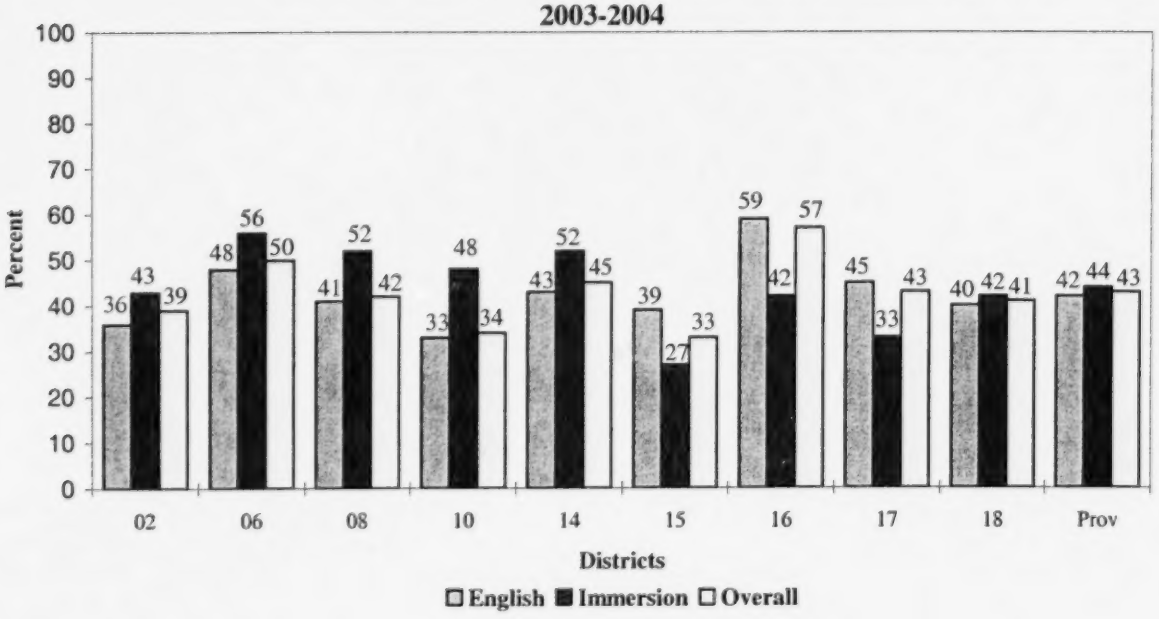
Provincial Assessment at Grade 2 2003-2004

School	No. of Students	Reading: Percent of Students Meeting Provincial Standard	Writing: Percent of Students Meeting Provincial Standard
MONTGOMERY ST			
English	41	66	44
Immersion	--	--	--
Overall	41	66	44
NASHWAAK VALLEY			
English	28	46	61
Immersion	--	--	--
Overall	28	46	61
NASHWAAKSIS MEM			
English	15	40	0
Immersion	17	77	35
Overall	32	59	19
NEW MARYLAND			
English	64	66	45
Immersion	41	34	29
Overall	105	53	39
PARK STREET			
English	28	36	25
Immersion	38	74	45
Overall	66	58	36
PRIESTMAN ST			
English	60	65	62
Immersion	41	71	51
Overall	101	67	57
ROYAL ROAD			
English	21	57	52
Immersion	25	60	36
Overall	46	59	43
SOUTH DEVON			
English	45	38	24
Immersion	--	--	--
Overall	45	38	24
STANLEY ELEM			
English	29	66	52
Immersion	--	--	--
Overall	29	66	52
UPPER MIRAMICHI ELEM			
English	21	62	48
Immersion	--	--	--
Overall	21	62	48
DISTRICT 18			
English	**645**	**54**	**40**
Immersion	**298**	**64**	**42**
Overall	**943**	**58**	**41**
PROVINCE			
English	**4307**	**59**	**42**
Immersion	**1615**	**63**	**44**
Overall	**5922**	**60**	**43**

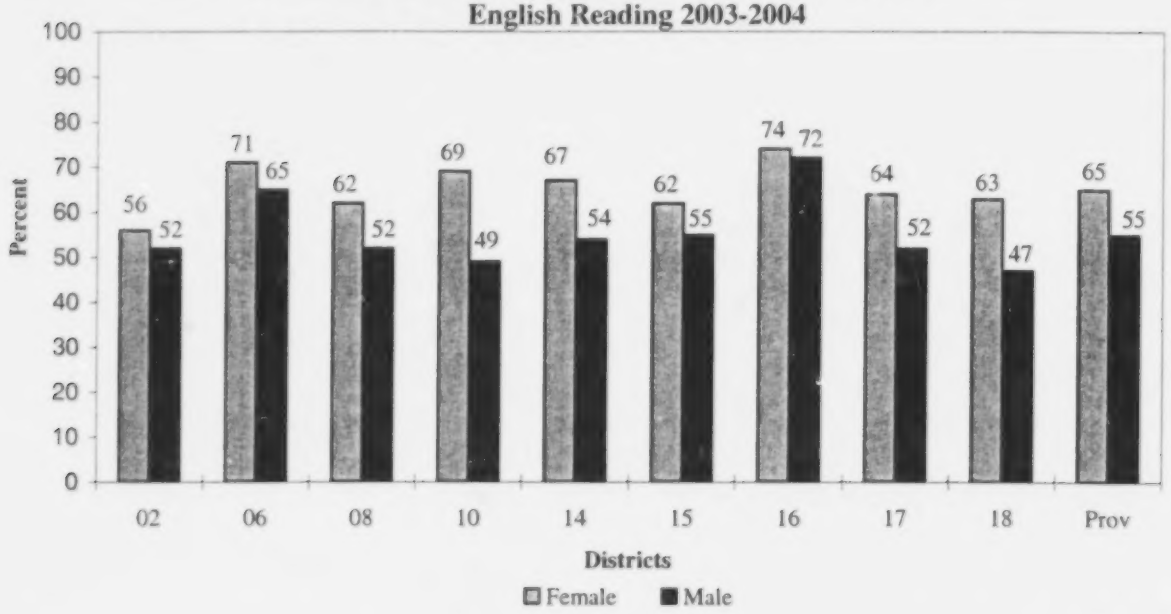
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard - Reading
2003-2004



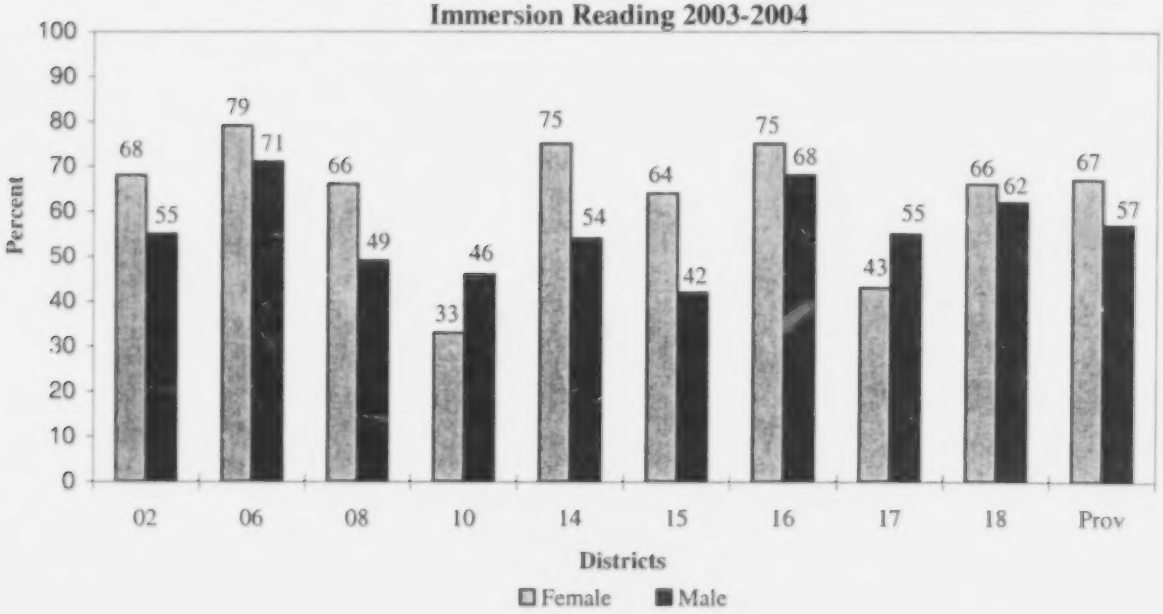
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard - Writing
2003-2004



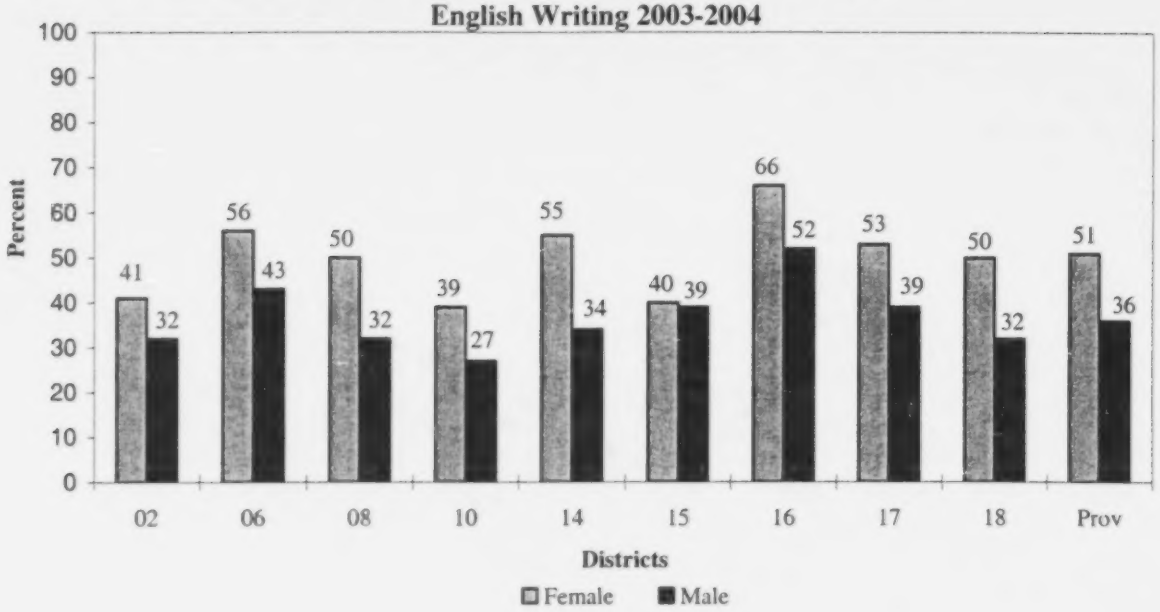
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard by Gender
English Reading 2003-2004



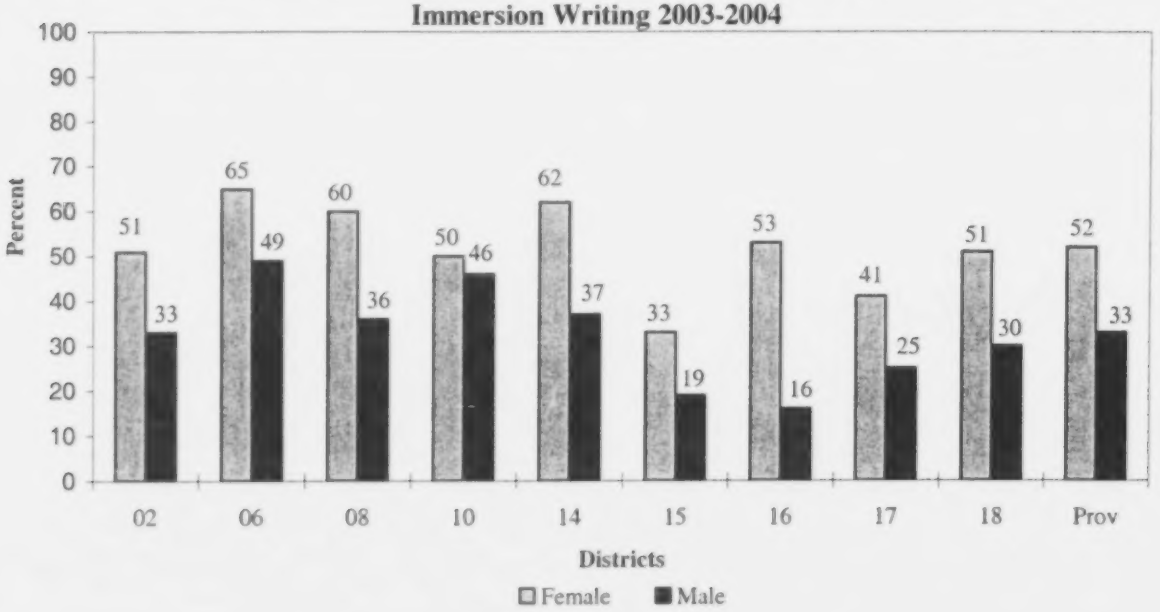
Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard by Gender
Immersion Reading 2003-2004



Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard by Gender
English Writing 2003-2004



Provincial Literacy Assessment at Grade 2
Percent of Students Meeting Provincial Standard by Gender
Immersion Writing 2003-2004



Provincial Mathematics Assessment at Grade 5

Background

As the second component of the annual elementary testing program, the Provincial Assessment at Grade 5 was also administered in the spring, and highlighted student achievement in mathematics at the end of six years of schooling. A departure from previously, results were reported in terms of Strong Performance, Appropriate Performance, and Experiencing Difficulty which, in turn, were linked to the percentage of items answered correctly.

Findings

- Approximately 6000 students participated in the assessment, with an exemption rate of 6%.
- Sixty-seven percent of students performed at appropriate or better levels, thereby meeting the provincial standard in mathematics.
- Gender differences were minimal with males performing slightly better than females (68% met the standard compared to 66%).
- Twenty-four percent of the student population was enrolled in the French Immersion program and 76% in the English program.
- French Immersion students outperformed students in the regular program, with 72% of French Immersion students meeting the provincial standard compared to 65% for other students.

Provincial Assessment at Grade 5 2003-2004

In reading the following chart, you can see that at Bessborough School, 54 students participated in the Provincial Assessment at Grade 5. The average percentage of items which students answered correctly was 71%.

Grade 5 Mathematics

School	No. of Students	Percent Correct
BEAVERBROOK	26	48
BESSBOROUGH	54	71
BIRCHMOUNT	54	55
CLAUDE D. TAYLOR	70	59
DORCHESTER CONS.	9	55
EDITH CAVELL	30	41
EVERGREEN PARK	94	60
FRANK L. BOWSER	62	65
GUNNINGSVILLE	44	62
HAVELOCK	16	77
HILLCREST	35	58
HILLSBOROUGH ELEM.	33	62
JMA ARMSTRONG	88	55
LEWISVILLE MIDDLE	69	55
LOU MACNARIN	48	52
LOWER COVERDALE	15	61
MAGNETIC HILL	46	70
MARSHVIEW MIDDLE	89	57
MOUNTAIN VIEW	11	75
PETITCODIAC REG.	32	68
PORT ELGIN REG.	23	57
QUEEN ELIZABETH	70	67
RIVERSIDE CONS.	10	49
SHEDIAC CAPE	32	65
SUNNY BRAE MIDDLE	54	55
WEST RIVERVIEW	64	60
DISTRICT 02	**1178**	**60**

School	No. of Students	Percent Correct
APOHAQUI	22	76
BELLEISLE ELEM.	47	62
FAIRVALE	105	70
HAMMOND RIVER VAL	25	47
HAMPTON ELEM.	111	55
KENNEBECASIS PARK	31	80
LAKEFIELD ELEM.	91	62
MACDONALD CONS.	32	50
NORTON ELEM.	16	64
QUISPAMSIS ELEM.	72	58
ROTHESAY ELEM.	104	55
SUSSEX CORNER ELEM	59	50
SUSSEX ELEMENTARY	86	61
DISTRICT 06	**801**	**60**
BARNHILL MEMORIAL	34	60
BAYVIEW	34	50
BROWNS FLAT	16	57
CENTENNIAL	50	42
CHAMPLAIN HEIGHTS	51	64
FOREST HILLS ELEM.	83	55
FUNDY SHORES	15	50
GLEN FALLS	20	64
GRANDVIEW AVENUE	15	57
HAVELOCK	33	53
HAZEN WHITE-ST. FRA.	16	42
HOLY TRINITY	16	70
INGLEWOOD	41	67

Grade 5 Mathematics

School	No. of Students	Percent Correct
ISLAND VIEW	55	67
LAKEWOOD HEIGHTS	36	62
LOCH LOMOND	96	50
M. GERALD TEED MEM	50	62
MILLIDGEVILLE N.	52	52
MORNA HEIGHTS	22	61
PRINCE CHARLES	29	50
PRINCESS ELIZABETH	28	52
SEAWOOD	20	75
ST. JOHN THE BAPTIST	14	44
ST. MARTINS	13	53
ST. PATRICK'S	49	69
ST. ROSE	30	70
WESTFIELD	64	58
DISTRICT 08	**982**	**58**
BACK BAY	6	50
BLACKS HARBOUR	42	56
CAMPOBELLO ISLAND	13	57
DEER ISLAND CONS.	11	49
GRAND MANAN COM	36	44
LAWRENCE STATION	10	54
MILLTOWN ELEM.	30	64
ST. GEORGE ELEM.	39	54
ST. STEPHEN ELEM.	100	53
VINCENT MASSEY EL.	37	59
DISTRICT 10	**324**	**54**
ANDOVER ELEM.	71	48
AROOSTOOK ELEM.	9	67
BATH MIDDLE	35	35
BRISTOL ELEM.	17	59
CANTERBURY HIGH	13	78
CENTRAL CARLETON	46	61
CENTREVILLE MIDDLE	29	35
DEBEC ELEM.	17	53
DONALD FRASER MEM	41	59
FLORENCEVILLE EL.	37	56

School	No. of Students	Percent Correct
FLORENCEVILLE MIDDLE	14	59
JOHN CALDWELL	36	44
JUNIPER ELEM.	5	75
KESWICK VALLEY	28	36
MILLVILLE ELEM.	7	39
NACKAWIC ELEM.	31	49
NEW DENMARK	10	55
SAINT MARY'ACADEMY	17	46
SOUTHERN CARLETON	68	54
WOODSTOCK CENT.	71	61
DISTRICT 14	**602**	**52**
BELLEDUNE	8	49
CAMPBELLTON MID.	61	49
CORONATION PARK	35	51
JACQUET RIVER	26	57
JANEVILLE ELEM.	5	63
L E REINSBOROUGH	50	63
LORNE	1	20
PARKWOOD ELEM.	45	66
SOUTH BATHURST EL.	45	65
TIDE HEAD	5	69
DISTRICT 15	**281**	**58**
BLACKVILLE	51	63
CROFT ELEM.	54	59
GRETNA GREEN ELEM.	35	59
HARCOURT	6	75
HARKINS ELEM.	47	58
MILLERTON ELEM/JR	14	84
MIRAMICHI RURAL	5	54
NAPAN ELEM.	7	64
NELSON RURAL	41	68
NORTH & SOUTH ESK	25	71
REXTON ELEM.	75	77
ST. ANDREWS ELEM.	89	60
TABUSINTAC ELEM.	9	71
DISTRICT 16	**458**	**65**

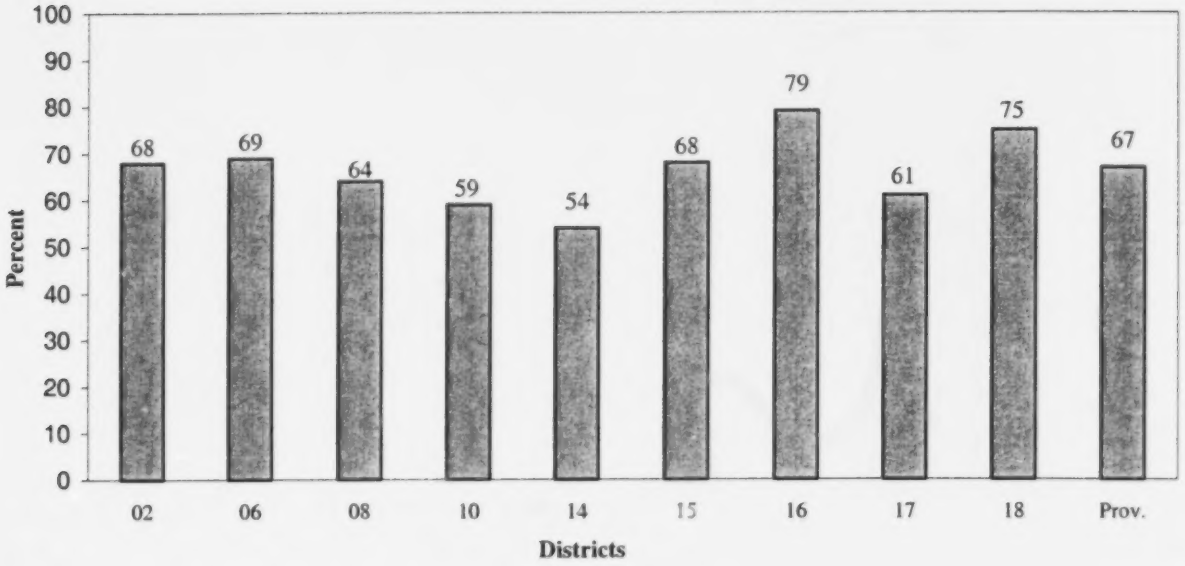
Grade 5 Mathematics

School	No. of Students	Percent Correct
ASSINIBOINE AVE.	27	54
CAMBRIDGE-NARROWS	13	53
CHIPMAN ELEM.	23	66
COLES ISLAND	8	68
GAGETOWN	22	62
GEARY ELEM.	26	70
GESNER ST. ELEM.	65	62
HUBBARD AVE. ELEM.	25	29
LOWER LINCOLN	39	49
MINTO ELEM/MIDDLE	69	52
SUMMERHILL STREET	77	47
SUNBURY WEST	35	63
DISTRICT 17	**429**	**55**
ALEXANDER GIBSON	55	67
BARKERS POINT	43	57
CONNAUGHT STREET	42	67
DOAKTOWN CONS.	17	41
DOUGLAS	9	70
GARDEN CREEK	47	63

School	No. of Students	Percent Correct
HARVEY ELEM.	36	75
KESWICK RIDGE	23	72
KINGSCLEAR CONS.	12	80
LIVERPOOL STREET	72	71
MCADAM AVENUE	26	45
MCADAM ELEM.	18	76
MONTGOMERY ST.	31	85
NASHWAAK VALLEY	14	65
NASHWAAKSIS MEM.	37	57
NEW MARYLAND	91	57
PARK STREET	60	65
PRIESTMAN STREET	80	66
ROYAL ROAD	59	59
SOUTH DEVON	46	41
STANLEY ELEM.	26	67
UPPER MIRAMICHI	26	40
DISTRICT 18	**870**	**63**
PROVINCE	**5925**	**59**

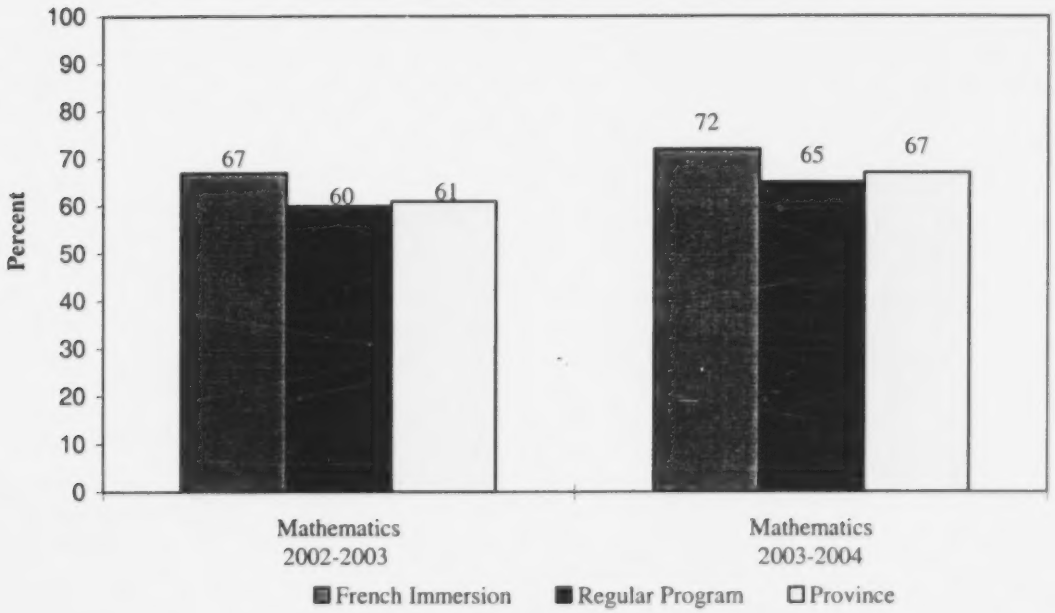
Provincial Mathematics Assessment at Grade Five 2003-2004

Percent of Students Meeting Provincial Standard

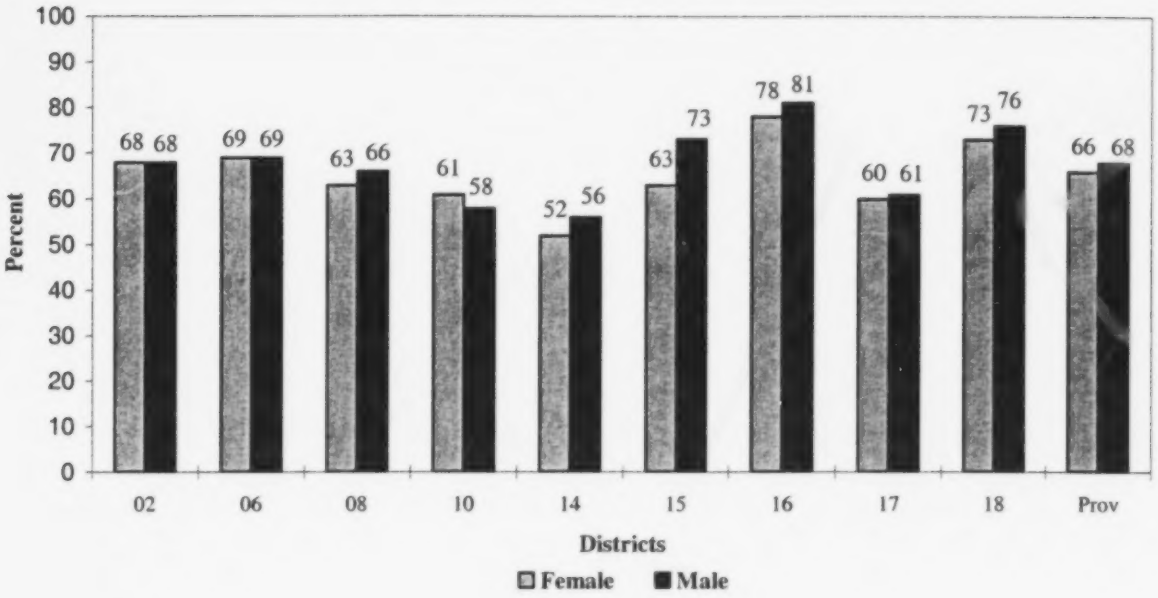


Provincial Mathematics Assessment at Grade Five 2003-2004

Percent of Students Meeting Provincial Standard



Provincial Mathematics Assessment at Grade Five 2003-2004
Percent of Students Meeting Provincial Standard by Gender



PROVINCIAL SCHOOL PERCEPTION SURVEY RESULTS

Provincial School Perception Survey

Background

The first administration of the School Perception Surveys involved all teachers in the province, all students (grades 4-12) and a large random sample of parents in May 2000. Over the ensuing three years, they were administered a second time to all teachers, all students in grades 4-12 and another random sample of parents.

The teacher survey focuses on the working environment; the student survey, on the learning environment; and the parent survey, on communication and learning satisfaction. In essence, the surveys attempt to measure the degree to which specific characteristics associated with effective schools are present. Evidence based on provincial assessments showed a positive relationship between student achievement and the presence of these characteristics.

Specifically, the surveys ask participants to respond to statements using a five-point scale, with 5 indicating strong agreement and 1, strong disagreement. The statements are organized into related groups and group means are generated. As a general rule, one would see any mean of 4.00 or better as indicating the strong presence of this characteristic and therefore can be equated with success. Means in the 3.30 to the 4.00 range indicate an acceptable presence, but there is room for improvement. Means which hover in the 3.00 range indicate characteristics that are not strongly present and should be treated as areas of issue or concern.

In looking at change over the past four years, while a shift of .09 percent may seem trivial, it should be remembered that it represents a collective change in a very large number of individuals. A change of this magnitude, as small as it may appear, should be considered important.

Findings

The survey results for the province as a whole are presented in the following tables. For each grouping there is a mean for the province (K-12), elementary level (K-5), middle level (6-8) and high school (9-12). While the data indicated very little change in the perceptions of school by parents, teachers or students, there were several noteworthy changes. Students reported that their teachers were returning to them better information on their learning, and they believed their teachers were more enthusiastic in their instruction. This was especially evident in middle and high schools. Teachers were generally more positive and reported gains in the areas of school morale, goal agreement and receiving useful feedback on their performance.

Elementary schools continued to report the greatest presence of these important characteristics and the high school level, the least. The middle schools showed the presence of these characteristics to be somewhat weaker than the elementary but stronger than at the high school level.

Research based on the relationship between provincial achievement test scores and school perception survey scores indicated that:

- student survey scores were more closely associated with achievement than either parent or teacher survey scores,
- test scores tended to be higher in schools where teachers and parents reported that classrooms are free from disruption, where personal property is safe and where student behavior is governed consistently by known rules.

School Perception Survey for Students
May 2000* and May 2004**

School Characteristics Rated by Students On a Scale from 1 to 5	Provincial Means							
	K-12		K-5		6-8		9-12	
	2000	2004	2000	2004	2000	2004	2000	2004
Helpfulness/Responsiveness *Do teachers know when students are having difficulty and help them?*	3.68	3.68	4.05	4.07	3.65	3.71	3.34	3.42
Fairness/Firmness *Do teachers control classes in a firm and fair way?*	3.59	3.57	3.99	4.00	3.52	3.56	3.29	3.34
High Expectations *Do teachers believe all students can learn what is to be learned?*	3.54	3.59	3.77	3.79	3.50	3.52	3.29	3.32
Caring/Understanding *Do teachers care about students as individuals and understand them?*	3.45	3.46	3.94	3.95	3.38	3.44	3.13	3.20
Learning Feedback *Do teachers consistently provide information back to students about their learning?*	3.40	3.43	3.93	3.96	3.38	3.47	2.99	3.09
Quality of Instruction *Are teachers organized for classes and plan lessons for understanding?*	3.35	3.33	3.62	3.62	3.30	3.34	3.10	3.15
Teacher Enthusiasm *Are teachers excited by what they teach and how they teach?*	3.34	3.37	3.86	3.90	3.27	3.36	2.97	3.07
Instructional Focus *Do teachers match learning activities to needs of the students?*	3.22	3.21	3.35	3.37	3.15	3.20	3.09	3.12
Behaviour Management *Do schools enforce expected behaviours and create a safe place to be?*	3.13	3.13	3.33	3.37	2.96	3.01	3.01	3.09
Learning Time *Do learning activities match student abilities and the time given to do them?*	3.09	3.10	3.27	3.30	3.03	3.11	2.89	2.96

*Number of Students Surveyed = 47,000 **Number of Students Surveyed = 48,600

School Perception Survey for Teachers
May 2000* and May 2004**

School Characteristics Rated by Teachers On a Scale from 1 to 5	Provincial Means							
	K-12		K-5		6-8		9-12	
	2000	2004	2000	2004	2000	2004	2000	2004
Student Focus *Are all activities seen as supporting student success in learning?*	4.11	4.11	4.20	4.22	4.09	4.08	3.97	4.00
Leadership Support *Is the school leadership approachable and supportive?*	3.99	3.93	4.15	4.08	3.97	3.95	3.79	3.73
Staff Interaction *Are fellow staff supportive in daily activities and for professional growth?*	3.99	4.02	4.11	4.10	3.99	4.01	3.92	3.94
School Morale *Are schools proud about what they are doing and their success?*	3.87	3.89	4.00	4.02	3.75	3.80	3.76	3.81
Teacher Role ***Do teachers understand what is expected of them?***	3.84	3.85	3.95	3.98	3.78	3.81	3.68	3.74
Goal Agreement *Do schools have a common and accepted set of goals to achieve?*	3.79	3.82	3.96	4.01	3.75	3.75	3.55	3.66
Professional Development *Are schools interested in the professional growth of teachers?*	3.75	3.70	3.67	3.87	3.73	3.70	3.59	3.60
School Success *Are teachers confident, engaged and motivated by their success?*	3.74	3.79	3.84	3.90	3.64	3.73	3.63	3.71
Shared Decision-Making *Are teachers able to contribute to decisions affecting the school?*	3.50	3.44	3.66	3.55	3.50	3.48	3.28	3.26
Effective Discipline *Are standards of behaviour reasonably enforced?*	3.47	3.46	3.71	3.72	3.48	3.41	3.15	3.22
School Work *Are teacher work demands and responsibilities reasonable?*	3.31	3.30	3.26	3.29	3.24	3.30	3.34	3.32
Teaching Feedback *Do teachers receive regular and useful feedback on their performance?*	3.24	3.31	3.37	3.45	3.23	3.32	3.03	3.19
Student Behaviour *Do teachers see student behaviour as positive for learning?*	3.20	3.43	3.37	3.54	3.13	3.36	2.99	3.37

*Number of Teachers Surveyed = 4600 **Number of Teachers Surveyed = 4289

School Perception Survey for Parents
May 2000* and May 2004**

School Characteristics Rated by Parents On a Scale from 1 to 5	Provincial Means							
	K-12		K-5		6-8		9-12	
	2000	2004	2000	2004	2000	2004	2000	2004
Achievement Reporting *Is student achievement/behaviour reported appropriately/effectively?*	3.84	3.92	4.00	4.05	3.80	3.79	3.61	3.65
Instructional Process *Do schools focus on the learning needs of students?*	3.83	3.92	4.07	4.10	3.74	3.73	3.48	3.54
General Satisfaction *Considering all things, are schools positive places for children?*	3.74	3.81	3.94	3.96	3.68	3.63	3.49	3.54
Parent Involvement *Are schools easy to approach and become involved with?*	3.69	3.77	3.91	3.92	3.65	3.63	3.42	3.44
Learning and Expectations *Are learning expectations high for students academically and socially?*	3.66	3.73	3.81	3.84	3.61	3.61	3.45	3.49
Climate *Are schools safe and caring places for learning?*	3.63	3.70	3.80	3.83	3.59	3.57	3.36	3.40

*Number of Parents Surveyed = 17334 **Number of Parents Surveyed = 38000

The large increase in the number of parents surveyed between 2000 and 2004 was in order to improve the quality of the data at the school level.

INTERNATIONAL ASSESSMENT RESULTS

PISA 2003

International Assessment: PISA 2003

In addition to yearly provincial tests, New Brunswick students also write international tests such as PISA every third year. These assessments provide measures of how our students perform in relation to the rest of Canada, as well as other industrialized nations.

What is PISA?

The Programme for International Student Assessment (PISA) was initiated by the member countries of the Organisation for Economic Co-operation and Development (OECD). It centers on what students can do with what they have learned in school, at home, and in the community. PISA was first conducted in 2000 and is repeated every three years. Reading was the major emphasis of PISA 2000; it was mathematics in 2003; science will be the major area in PISA 2006.

Forty-one countries participated in PISA 2003. In Canada, about 28,000 fifteen year-old students from over 1,000 schools were involved. Almost 4,000 fifteen year-olds in New Brunswick were selected randomly to participate. They completed a supplementary questionnaire that gathered information about their school experiences, work activities, and relationships with others; and their parents responded to a telephone survey.

PISA 2003 examined a student's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments, and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.

It included four sub-areas:

- *Space and shape* involves mathematical skills required to study shapes and forms and to understand and represent the relative positions of objects; it relates most closely to geometry.
- *Change and relationships* involves the ability to model or measure patterns of change and growth, and relates most closely to algebra.
- *Quantity* focuses on the ability to understand size, recognize patterns, and generally use numbers to count and measure objects and their characteristics.
- *Uncertainty* involves mathematical skills related to statistics and the understanding of probability and chance.

PISA 2003 also assessed reading and science, which were defined as follows:

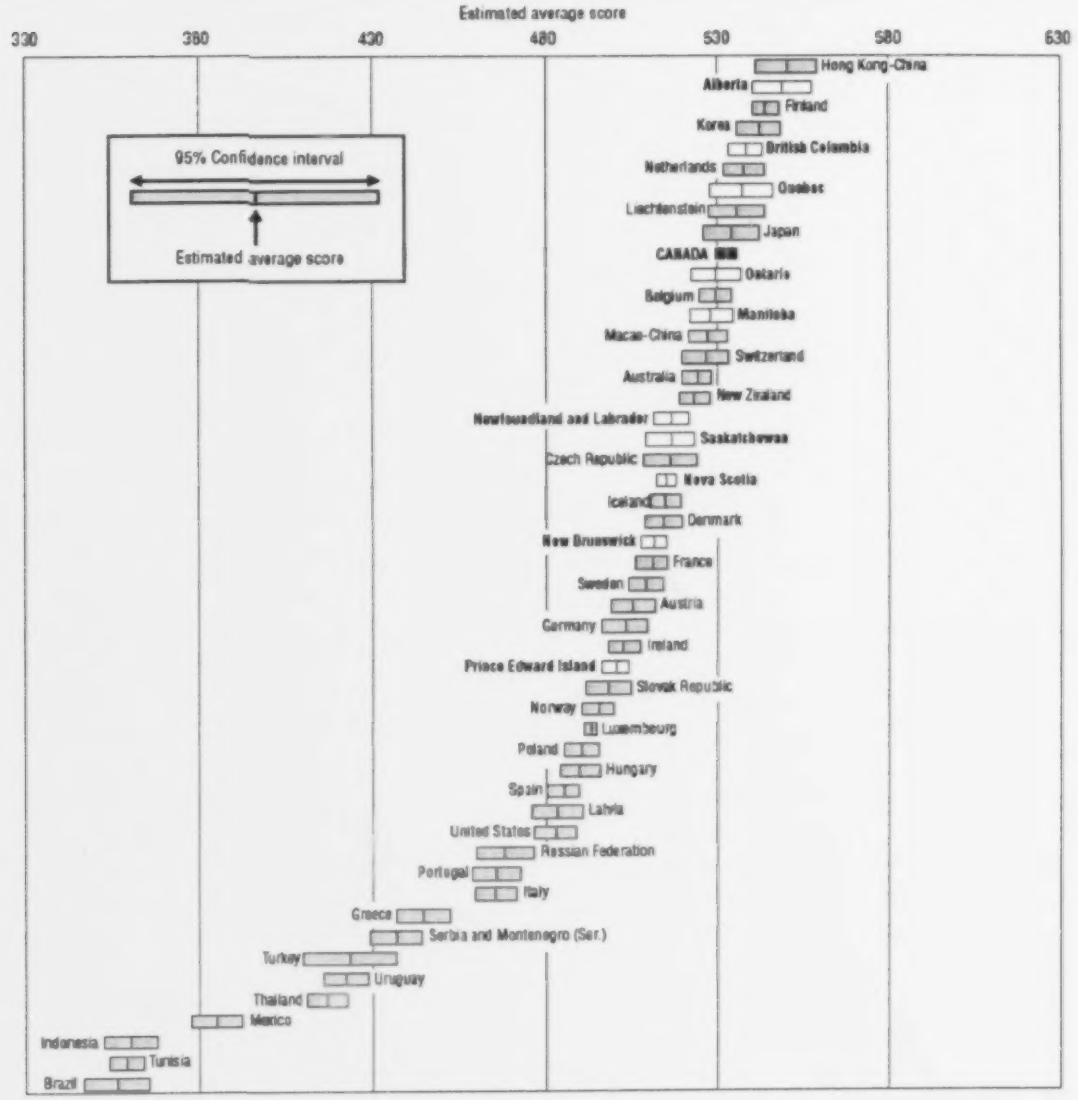
- Reading: An individual's capacity to understand, use and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.
- Science: An individual's capacity to use scientific knowledge, to identify questions and to draw evidence-based conclusions in order to understand and help make decisions about the natural world and the changes made to it through human activity.

Problem solving, a new assessment area in PISA 2003, was introduced in an attempt to assess students' readiness for life beyond the readiness gained by learning in the more academic areas.

- Problem solving: An individual's functional knowledge and skills that allow active participation in society.

With respect to the other OECD countries, Canadian fifteen year-olds were at the top of the list.

Estimated average scores and confidence intervals for provinces and countries:
COMBINED MATHEMATICS



Note: The OECD average is 500 with a standard error of 0.6.

Very few countries earned scores as high as Canada.

How did New Brunswick students perform in mathematics?

Our students outscored their peers in countries such as the United States, Russia, Greece and Italy. Moreover, New Brunswick students showed results similar to those of many other countries including Germany, Austria, France and Ireland. The average score for New Brunswick students on the combined mathematics scale of 512 was significantly higher than the OECD average of 500, but substantially below the Canadian average of 532.

Provincial results in mathematics in relation to the Canadian average

	Provinces performing significantly better* than the Canadian average	Provinces performing as well* as the Canadian average	Provinces performing significantly lower* than the Canadian average
Mathematics – combined scale	Alberta	Quebec, Ontario, Manitoba, British Columbia	Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Saskatchewan
Mathematics – *space and shape*	Alberta	Quebec, Ontario, Manitoba, British Columbia	Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Saskatchewan
Mathematics – *change and relationships*	Alberta	Quebec, Ontario, Manitoba, British Columbia	Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Saskatchewan
Mathematics – *quantity*	Alberta	Quebec, Ontario, Manitoba, British Columbia	Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Saskatchewan
Mathematics –*uncertainty*	Alberta, British Columbia	Quebec, Ontario, Manitoba	Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Saskatchewan

*Differences could happen by chance only once in 20 times.

With the exception of Prince Edward Island, Quebec and Saskatchewan, boys tended to outperform girls.

How did New Brunswick students perform on the reading, science, and problem-solving portions of PISA 2003?

New Brunswick's performance on the reading, science, and problem-solving portions of PISA 2003 were at or significantly above the international averages, but significantly below the Canadian average. In most instances, they were comparable to Nova Scotia, Prince Edward Island and Saskatchewan.

Provincial results in reading, science and problem solving in relation to the Canadian average

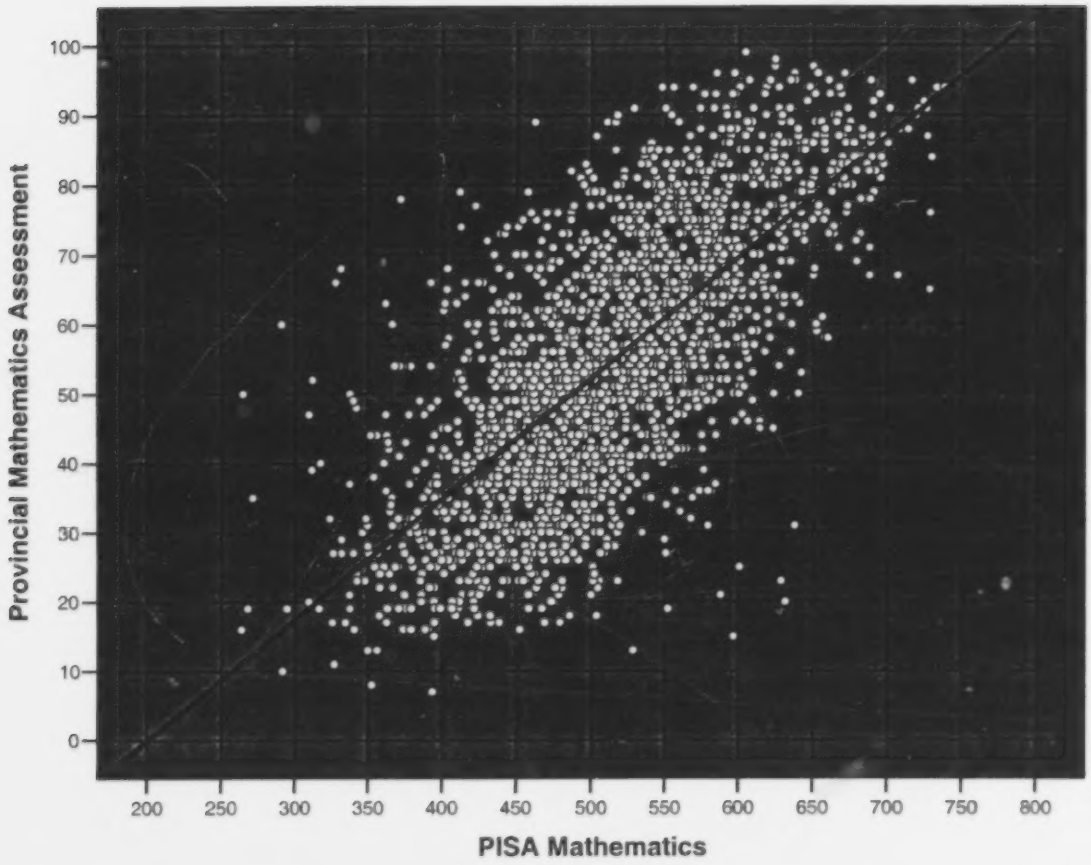
	Provinces performing significantly better* than the Canadian average	Provinces performing the same* as the Canadian average	Provinces performing significantly lower* than the Canadian average
Reading	Alberta	Newfoundland and Labrador, Quebec, Ontario, Manitoba, British Columbia	Prince Edward Island, Nova Scotia, New Brunswick, Saskatchewan
Science	Alberta	Newfoundland and Labrador, Quebec, Ontario, Manitoba, British Columbia	Prince Edward Island, Nova Scotia, New Brunswick, Saskatchewan
Problem Solving	Alberta	Quebec, Ontario, Manitoba, British Columbia	Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Saskatchewan

*Differences could happen by chance only once in 20 times.

Were there differences in New Brunswick student performance in reading and science between PISA 2003 and PISA 2000?

The PISA 2003 and PISA 2000 reading and science performance for New Brunswick fifteen year-olds were essentially the same, indicating no gain or loss over the three-year period.

The Relationship Between Performance in Mathematics
on a Provincial Assessment and PISA 2003



As the above graph clearly shows, students who earned high scores on the grade 8 provincial assessment also tended to earn high scores on PISA. In statistical terms, $r^2 = 0.507$. Fifty percent of the variance in PISA can be explained by the provincial assessment.

The average PISA score for the students who passed the provincial exam was on par with the average PISA score for the rest of Canada. Students who did not pass the provincial mathematics exam averaged 30 PISA points lower. This difference was statistically significant.

Appendix A

TECHNICAL ISSUES

I: Confidence in Assessment Results
II: Participation Rates
III: Results by Gender and Program

Technical Issue I: Confidence in Assessment Results

In evaluating the technical quality of an assessment, measurement specialists employ two key concepts: reliability and validity. Reliability is determined entirely through statistical analysis and validity is a function of both human judgement and statistical analysis. These two technical properties reflect an exam's "quality" and are useful in determining the degree of confidence that can be placed in test scores.

Validity is the extent to which an assessment measures what it is supposed to measure and more importantly, the extent to which inferences and actions made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that the same student is a good reader? To ensure validity, test writers initially follow carefully designed development guidelines in order to link assessments to the intended curriculum and/or intended learning outcomes. Next, the potential exam questions are carefully screened for balance and fairness by classroom teachers and other educators. Field-testing provides evidence of question difficulty and discrimination, and in combination with the other steps, ensures provincial assessments will provide accurate estimates of students' performance on what they are expected to learn or do.

Reliability, in terms of educational testing, is concerned with the differences between **test scores** and **true scores** which represent the actual level of achievement or performance of the students. Because all measurement is subject to error, the true score of an individual can never be known; therefore, the test score must be used as an approximation. Reliability may be thought of as a matter of estimating how closely test scores approximate the true scores. An assessment cannot be valid if it is not reliable.

Reliability is usually expressed statistically as a coefficient where values can lie between 0.00 and 1.00. While there is no absolute standard for acceptable reliability, values in the .70 to .80 range are considered desirable by assessment specialists. The reliability coefficients on the next page strongly suggest that provincial tests accurately measure expected learning outcomes.

Reliability Coefficients for 2003-2004

Middle Level English Language Proficiency Assessment - Fall 2003

Reading Component: 0.8168 (selected response only)*

Middle Level Mathematics Assessment - June 2004

0.9313

Provincial Mathematics Assessment at Grade 5 - May 2004

0.9361

Provincial Literacy Assessment at Grade 2 - May 2004

English:	0.8697
Immersion:	0.8698

* In the writing components, each question is marked by raters who must agree exactly on the level to be assigned to the piece. Thus the inter-rater reliability equals 1.00.

Technical Issue II: Participation Rates
Middle Level English Language Proficiency Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
DORCHESTER CONS	13	92
MARSHVIEW MIDDLE	100	98
PORT ELGIN	49	100
BEAVERBROOK	39	85
BESSBOROUGH	60	97
BIRCHMOUNT	62	95
HILLCREST	51	92
MAGNETIC HILL	35	100
QUEEN ELIZABETH	62	95
RIVERVIEW MIDDLE	298	99
SHEDIAC CAPE	26	100
SUNNY BRAE MIDDLE	80	96
LEWISVILLE MIDDLE	125	99
EDITH CAVELL	19	100
LOU MACNARIN	43	93
EVERGREEN PARK	82	98
HAVELOCK	10	100
PETITCODIAC REG	70	93
SALISBURY MIDDLE	120	98
CALEDONIA	48	100
RIVERSIDE CONS	8	100
DISTRICT 02	**1400**	**97**
SUSSEX MIDDLE	237	96
HAMPTON MIDDLE	131	100
MACDONALD CONS	42	98
HARRY MILLER	94	99
ROTHESAY PARK	103	99
BELLEISLE REG	35	100
QUISPAMSIS	211	98
DISTRICT 06	**853**	**98**
BARNHILL	86	97
BEACONSFIELD	65	100
FOREST HILLS	106	96
HAZEN WHITE/ST FRA	18	89
LORNE	66	89
PRINCE CHARLES	24	100
PRINCESS ELIZABETH	64	95
SIMONDS MIDDLE	114	89
ST MARTINS	23	100
ST ROSE	85	98
MILLIDGEVILLE	72	100
BAYSIDE	172	95
ST JOHN THE BAPT	28	79
RIVER VALLEY MID	160	96
FUNDY SHORES	13	92
DISTRICT 08	**1096**	**95**
DEER ISLAND	9	100
FUNDY	100	97
GRAND MANAN	34	94
CAMPOBELLO ISLAND	13	85
SIR JAMES DUNN	39	95
ST. STEPHEN MIDDLE	154	98
DISTRICT 10	**349**	**97**

Participation Rates
Middle Level English Language Proficiency Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
CANTERBURY	16	100
KESWICK VALLEY	28	100
NACKAWIC MIDDLE	56	100
WOODSTOCK MIDDLE	179	96
HARTLAND	65	91
BATH MIDDLE	27	89
CENTREVILLE	42	86
FLORENCEVILLE	90	98
PERTH-ANDOVER MID	77	94
TOBIQUE VALLEY	50	90
JOHN CALDWELL	72	100
SAINT MARY'S ACAD	14	93
DISTRICT 14	**716**	**95**
JACQUET RIVER	44	95
DALHOUSIE MIDDLE	43	98
CAMPBELLTON MIDDLE	68	99
SUPERIOR MIDDLE	166	96
BELLEDUNE	4	100
MISCOU-HARBOUR VIB	1	100
DISTRICT 15	**326**	**97**
TABUSINTAC RURAL	12	75
HARKINS	162	96
NORTH & SOUTH ESK	48	96
MILLERTON	27	100
BLACKVILLE	37	95
MIRAMICHI RURAL	7	86
NELSON RURAL	23	100
DR LOSIER	110	98
ELEANOR W GRAHAM	77	94
DISTRICT 16	**508**	**96**
COLES ISLAND	10	100
MINTO ELEM/MID	72	100
CAMBRIDGE-NARROWS	24	79
CHIPMAN FOREST	39	97
SUNBURY WEST	41	100
HAROLD PETERSON	133	98
RIDGEVIEW MIDDLE	150	93
GAGETOWN	21	95
DISTRICT 17	**490**	**96**
DOAKTOWN CONS	20	100
UPPER MIRAMICHI	40	98
STANLEY	36	92
ALBERT ST	227	96
DEVON	136	85
KESWICK RIDGE	11	100
GEORGE ST	216	99
NASHWAAKSIS MID	245	96
MCADAM	21	100
HARVEY	50	98
DISTRICT 18	**1002**	**95**
PROVINCE	**6740**	**96**

Participation Rates
Middle Level Mathematics Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
DORCHESTER CONS	15	80
MARSHVIEW	96	97
PORT ELGIN REG	48	100
BEAVERBROOK	32	97
BESSBOROUGH	59	98
BIRCHMOUNT	62	98
HILLCREST	44	98
MAGNETIC HILL	34	94
QUEEN ELIZABETH	61	95
RIVERVIEW MIDDLE	300	99
SHEDIAC CAPE	25	96
SUNNY BRAE MIDDLE	79	97
LEWISVILLE MIDDLE	123	98
EDITH CAVELL	15	100
LOU MACNARIN	44	100
EVERGREEN PARK	83	93
HAVELOCK MIDDLE	10	100
PETITCODIAC REG	71	93
JMA ARMSTRONG/SALI	120	94
CALEDONIA	52	94
RIVERSIDE CONS	7	100
DISTRICT 02	**1380**	**97**
SUSSEX MIDDLE	235	96
HAMPTON MIDDLE	133	99
MACDONALD CONS	40	98
HARRY MILLER MID	95	95
ROTHESAY PARK	101	99
BELLEISLE	35	86
QUISPAMSIS MIDDLE	212	96
DISTRICT 06	**851**	**96**
BARNHILL MEM	89	94
BEACONSFIELD	63	100
FOREST HILLS MID	104	89
HAZEN-WHITE/ST FRA	18	100
LORNE MIDDLE	66	85
PRINCE CHARLES	27	96
PRINCESS ELIZABETH	63	97
SIMONDS MIDDLE	103	88
ST MARTINS	22	100
ST ROSE	84	96
MILLIDGEVILLE	70	99
BAYSIDE MIDDLE	175	94
SAINT JOHN THE BAP	26	73
RIVER VALLEY	159	92
FUNDY SHORES	14	93
DISTRICT 08	**1083**	**93**
DEER ISLAND COMM	9	89
FUNDY	94	87
GRAND MANAN	34	94
CAMPOBELLO	11	82
SIR JAMES DUNN	39	95
ST. STEPHEN	152	98
DISTRICT 10	**339**	**94**

Participation Rates
Middle Level Mathematics Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
CANTERBURY	18	100
KESWICK VALLEY MEM	27	96
NACKAWIC MIDDLE	58	98
WOODSTOCK MIDDLE	179	100
HARTLAND	65	94
BATH MIDDLE	27	89
CENTREVILLE	42	100
FLORENCEVILLE MIDD	89	98
PERTH-ANDOVER	76	95
TOBIQUE VALLEY	48	92
JOHN CALDWELL	71	100
SAINT MARY'S ACAD	15	100
DISTRICT 14	**715**	**97**
JACQUET RIVER	44	93
DALHOUSIE MIDDLE	42	100
CAMPBELLTON MIDDLE	72	97
SUPERIOR MIDDLE	153	100
BELLEDUNE	3	100
MISCOU-HARBOUR VIBERT	1	100
DISTRICT 15	**315**	**98**
TABUSINTAC RURAL	12	83
HARKINS MIDDLE	157	96
NORTH & SOUTH ESK	46	100
MILLERTON	28	100
BLACKVILLE	37	95
MIRAMICHI RURAL	8	88
NELSON RURAL	27	100
DR LOSIER MIDDLE	108	100
ELEANOR W GRAHAM	74	100
DISTRICT 16	**497**	**98**
COLES ISLAND	11	100
MINTO	67	100
CAMBRIDGE NARROWS	22	82
CHIPMAN FOREST AVE	38	97
SUNBURY WEST	40	100
HAROLD PETERSON	132	99
RIDGEVIEW	148	94
GAGETOWN	20	95
DISTRICT 17	**478**	**97**
DOAKTOWN	20	90
UPPER MIRAMICHI	40	98
STANLEY	36	94
ALBERT ST	221	95
DEVON MIDDLE	137	87
KESWICK RIDGE	14	79
GEORGE ST	217	99
NASHWAAKSIS	239	95
MCADAM	19	100
HARVEY	47	96
DISTRICT 18	**990**	**95**
PROVINCE	**6648**	**96**

Participation Rates
Provincial Assessment at Grade 2

SCHOOL	No. of Students Eligible	Percent of Students Writing
DORCHESTER CONS	7	100
PORT ELGIN REG	18	100
SALEM ELEMENTARY	95	98
BEAVERBROOK	36	92
BESSBOROUGH	68	94
BIRCHMOUNT	62	97
FOREST GLEN	69	86
GUNNINGSVILLE	42	100
HILLCREST	14	86
LOWER COVERDALE	6	100
MAGNETIC HILL	34	100
MOUNTAIN VIEW	10	100
QUEEN ELIZABETH	52	100
FRANK L. BOWSER	65	100
WEST RIVERVIEW	61	97
SHEDIAC CAPE	31	97
UPLANDS	9	89
CLAUDE D. TAYLOR	79	100
ARNOLD H. MCLEOD	65	92
EDITH CAVELL	34	100
LOU MACNARIN	49	96
EVERGREEN PARK	97	96
HAVELOCK	25	100
PETITCODIAC REG	41	98
SALISBURY ELEM	87	93
HILLSBOROUGH	39	92
RIVERSIDE CONS	10	100
DISTRICT 02	**1205**	**96**
APOHAQUI	25	96
NORTON	19	79
SUSSEX ELEM	104	96
SUSSEX CORNER	51	96
MACDONALD CONS	30	100
ROTHESAY ELEM	70	99
FAIRVALE	90	96
KENNEBECASIS PARK	36	97
QUISPAMSIS ELEM	60	100
BELLEISLE ELEM	35	97
HAMPTON ELEM	34	100
DR. A. T. LEATHERBARROW	77	100
LAKEFIELD	84	100
HAMMOND RIVER VALLEY	32	84
DISTRICT 06	**747**	**97**
BARNHILL MEM	19	100
BAYVIEW	34	94
CENTENNIAL	42	93
CHAMPLAIN HEIGHTS	44	98
FOREST HILLS	80	91
GLEN FALLS	35	97
GRANDVIEW AVE	23	83
HAVELOCK	39	90
HAZEN-WHITE-ST. FRAN	18	78

Participation Rates
Provincial Assessment at Grade 2

SCHOOL	No. of Students Eligible	Percent of Students Writing
HOLY TRINITY	16	75
MORNA HEIGHTS	21	95
LAKEWOOD HEIGHTS	42	98
LOCH LOMOND	69	99
PRINCE CHARLES	25	100
PRINCESS ELIZABETH	18	83
SEAWOOD	19	100
ST. MARTINS	14	100
ST. PATRICK'S	31	97
ST. ROSE	25	100
M GERALD TEED	60	95
WESTFIELD	51	100
MILLIDGEVILLE NORTH	71	100
ST. JOHN THE BAPTIST	20	90
GRAND BAY PRIMARY	43	93
ISLAND VIEW	57	95
BROWN'S FLAT	5	80
FUNDY SHORES	7	100
DISTRICT 08	**928**	**95**
BACK BAY	14	100
BLACKS HARBOUR	29	93
DEER ISLAND	10	100
PENNFIELD ELEM	15	87
ST. GEORGE	43	93
GRAND MANAN	31	94
WHITEHEAD ELEM	7	86
CAMPOBELLO ISLAND	12	100
LAWRENCE STATION	13	85
VINCENT MASSEY	41	95
ST. STEPHEN ELEM	108	94
MILLTOWN ELEM	41	90
DISTRICT 10	**364**	**93**
NACKAWIC ELEM	37	100
CANTERBURY	19	100
KESWICK VALLEY	26	100
MILLVILLE ELEM	5	100
WOODSTOCK CENTENNIAL	59	100
SOUTHERN CARLETON	61	98
CENTRAL CARLETON	43	95
DEBEC	17	94
BATH MIDDLE	41	98
BRISTOL ELEM	24	96
CENTREVILLE	27	96
FLORENCEVILLE MIDDLE	18	100
FLORENCEVILLE ELEM	37	100
JUNIPER ELEM	9	89
NEW DENMARK	9	100
ANDOVER ELEM	50	100
AROOSTOOK ELEM	4	100
DONALD FRASER MEM	35	100
JOHN CALDWELL	49	100
SAINT MARY'S	16	100
DISTRICT 14	**586**	**99**

Participation Rates
Provincial Assessment at Grade 2

SCHOOL	No. of Students Eligible	Percent of Students Writing
JACQUET RIVER	25	88
LORNE	2	100
L.E. REINSBOROUGH	45	100
LORD BEAVERBROOK	50	94
TIDE HEAD	7	100
CORONATION PARK	21	76
SOUTH BATHURST	37	97
MARY GOSNELL	22	95
BELLEDUNE	2	100
JANEVILLE ELEM	8	100
PARKWOOD ELEM	49	100
DISTRICT 15	**268**	**95**
TABUSINTAC	14	100
HARKINS ELEM	42	98
MILLERTON	14	100
BLACKVILLE	39	97
CROFT	55	93
GRETNA GREEN	30	100
NORTH & SOUTH ESK EL	38	100
IAN BAILLIE PRIMARY	59	92
MIRAMICHI RURAL	10	100
NAPAN RURAL	11	100
NELSON RURAL	34	94
ST. ANDREWS	33	88
HARCOURT	3	67
REXTON ELEM	67	97
DISTRICT 16	**449**	**96**
CHIPMAN ELEM	30	93
COLES ISLAND	15	93
MINTO ELEM-MID	62	100
CAMBRIDGE-NARROWS	14	100
BURTON ELEM	15	87
GEARY	23	91
LOWER LINCOLN	35	97
SUNBURY WEST	36	97
ASSINIBOINE AVE	53	98
GESNER STREET	41	100
HUBBARD AVE	32	91
SUMMERHILL ST	61	100
GAGETOWN	15	80
DISTRICT 17	**432**	**96**
DOAKTOWN PRIMARY	24	100
UPPER MIRAMICHI ELEM	21	90
STANLEY ELEM	29	93
BARKERS POINT	53	91
CONNAUGHT ST	43	93
DOUGLAS	7	100
GARDEN CREEK	45	100
KESWICK RIDGE	24	79
KINGSCLEAR CONS	21	95
NASHWAAK VALLEY	28	82
NASHWAAKSIS MEM	32	91
MCADAM AVE	16	100
PARK STREET	66	95

Participation Rates
Provincial Assessment at Grade 2

SCHOOL	No. of Students Eligible	Percent of Students Writing
PRIESTMAN ST	101	94
SOUTH DEVON	45	84
ALEXANDER GIBSON MEM	68	96
MONTGOMERY ST	41	95
LIVERPOOL ST	69	93
ROYAL ROAD	46	100
NEW MARYLAND	105	90
HARVEY ELEM	39	97
MCADAM ELEM	20	85
DISTRICT 18	943	93
PROVINCE	5922	95

Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
DORCHESTER CONS	9	100
MARSHVIEW MIDDLE	92	97
PORT ELGIN REG	26	88
BEAVERBROOK	29	90
BESSBOROUGH	56	96
BIRCHMOUNT	56	96
GUNNINGSVILLE	45	98
HILLCREST	41	85
LOWER COVERDALE	15	100
MAGNETIC HILL	48	96
MOUNTAIN VIEW	12	92
QUEEN ELIZABETH	80	88
FRANK L. BOWSER	64	97
WEST RIVERVIEW	70	91
SHEDIAC CAPE	35	91
SUNNY BRAE MIDDLE	55	98
CLAUDE D. TAYLOR	72	97
LEWISVILLE MIDDLE	81	85
EDITH CAVELL	31	97
LOU MACNARIN	52	92
EVERGREEN PARK	97	97
HAVELOCK	17	94
PETITCODIAC REG	35	91
JMA ARMSTRONG/SAL	92	96
HILLSBOROUGH	34	97
RIVERSIDE CONS	11	91
DISTRICT 02	**1255**	**94**
APOHAQUI	25	88
NORTON	22	73
SUSSEX ELEM	97	89
SUSSEX CORNER	60	98
MACDONALD CONS	36	89
ROTHESAY ELEM	105	99
FAIRVALE	110	95
KENNEBECASIS PARK	31	100
QUISPAMSIS ELEM	73	99
BELLEISLE ELEM	48	98
HAMPTON ELEM	116	96
LAKEFIELD	93	98
HAMMOND RIVER VALLEY	26	96
DISTRICT 06	**842**	**95**
BARNHILL MEM	36	94
BAYVIEW	36	94
CENTENNIAL	62	81
CHAMPLAIN HEIGHTS	59	86
FOREST HILLS	96	86
GLEN FALLS	26	77
INGLEWOOD	42	98
GRANDVIEW AVE	20	75
HAVELOCK	37	89
HAZEN-WHITE-ST. FRAN	18	89

Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
HOLY TRINITY	17	94
MORNA HEIGHTS	24	92
LAKEWOOD HEIGHTS	39	92
LOCH LOMOND	96	100
PRINCE CHARLES	31	94
PRINCESS ELIZABETH	28	100
SEAWOOD	20	100
ST. MARTINS	14	93
ST. PATRICK'S	53	92
ST. ROSE	31	97
M GERALD TEED	54	93
WESTFIELD	65	98
MILLIDGEVILLE NORTH	52	100
ST. JOHN THE BAPTIST	19	74
ISLAND VIEW	60	92
BROWN'S FLAT	19	84
FUNDY SHORES	17	88
DISTRICT 08	**1071**	**92**
BACK BAY	6	100
BLACKS HARBOUR	46	91
DEER ISLAND	11	100
ST. GEORGE	41	95
GRAND MANAN	36	100
CAMPOBELLO	13	100
LAWRENCE STATION	11	91
VINCENT MASSEY	39	95
ST. STEPHEN ELEM	104	96
MILLTOWN ELEM	37	81
DISTRICT 10	**344**	**94**
NACKAWIC ELEM	32	97
CANTERBURY	13	100
KESWICK VALLEY	29	97
MILLVILLE ELEM	7	100
WOODSTOCK CENTENNIAL	73	97
SOUTHERN CARLETON	70	97
CENTRAL CARLETON	49	94
DEBEC	17	100
BATH MIDDLE	37	95
BRISTOL ELEM	20	85
CENTREVILLE	29	100
FLORENCEVILLE MIDDLE	14	100
FLORENCEVILLE ELEM	38	97
JUNIPER ELEM	5	100
NEW DENMARK	12	83
ANDOVER ELEM	72	99
AROOSTOOK ELEM	9	100
DONALD FRASER MEM	44	93
JOHN CALDWELL	38	95
SAINT MARY'S	18	94
DISTRICT 14	**626**	**96**

Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
JACQUET RIVER	27	96
LORNE	1	100
L.E. REINSBOROUGH	54	93
CAMPBELLTON MIDDLE	62	98
TIDE HEAD	6	83
CORONATION PARK	38	92
SOUTH BATHURST	45	100
BELLEDUNE	8	100
JANEVILLE ELEM	6	83
PARKWOOD ELEM	48	94
DISTRICT 15	**295**	**95**
TABUSINTAC	9	100
HARKINS ELEM	50	94
MILLERTON	14	100
BLACKVILLE	53	96
CROFT	57	95
GRETNA GREEN	39	90
NORTH & SOUTH ESK EL	26	96
MIRAMICHI RURAL	6	83
NAPAN	10	70
NELSON RURAL	41	100
ST. ANDREWS	91	98
HARCOURT	6	100
REXTON ELEM	77	97
DISTRICT 16	**479**	**96**
CHIPMAN ELEM	25	92
COLES ISLAND	8	100
MINTO ELEM-MID	72	96
CAMBRIDGE-NARROWS	13	100
GEARY	30	87
LOWER LINCOLN	40	98
SUNBURY WEST	37	95
ASSINIBOINE AVE	27	100
GESNER STREET	67	97
HUBBARD AVE	26	96
SUMMERHILL ST	77	100
GAGETOWN	25	88
DISTRICT 17	**447**	**96**
DOAKTOWN CONS	19	89
UPPER MIRAMICHI ELEM	28	93
STANLEY ELEM	27	96
BARKERS POINT	52	83
CONNAUGHT ST	48	88
DOUGLAS	9	100
GARDEN CREEK	49	96
KESWICK RIDGE	27	85
KINGSCLEAR CONS	12	100
NASHWAAK VALLEY	17	82
NASHWAAKSIS MEM	43	86
MCADAM AVE	28	93
PARK STREET	63	95

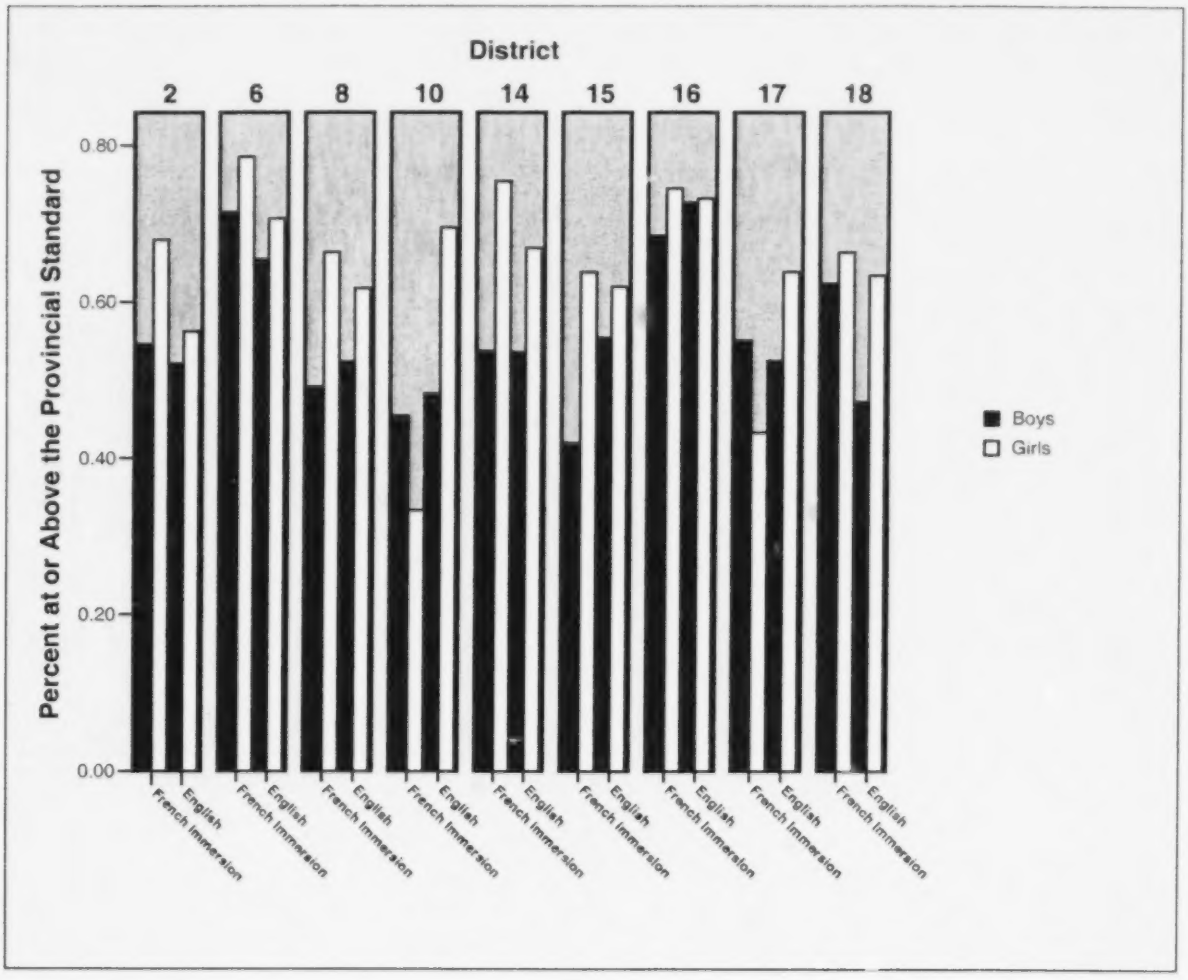
Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
PRIESTMAN ST	84	95
SOUTH DEVON	51	90
ALEXANDER GIBSON MEM	62	89
MONTGOMERY ST	32	97
LIVERPOOL ST	73	99
ROYAL ROAD	61	97
NEW MARYLAND	99	92
HARVEY ELEM	40	90
MCADAM ELEM	19	95
DISTRICT 18	943	92
PROVINCE	6302	94

Technical Issue III: Provincial Assessment Results for Districts by Gender and Program

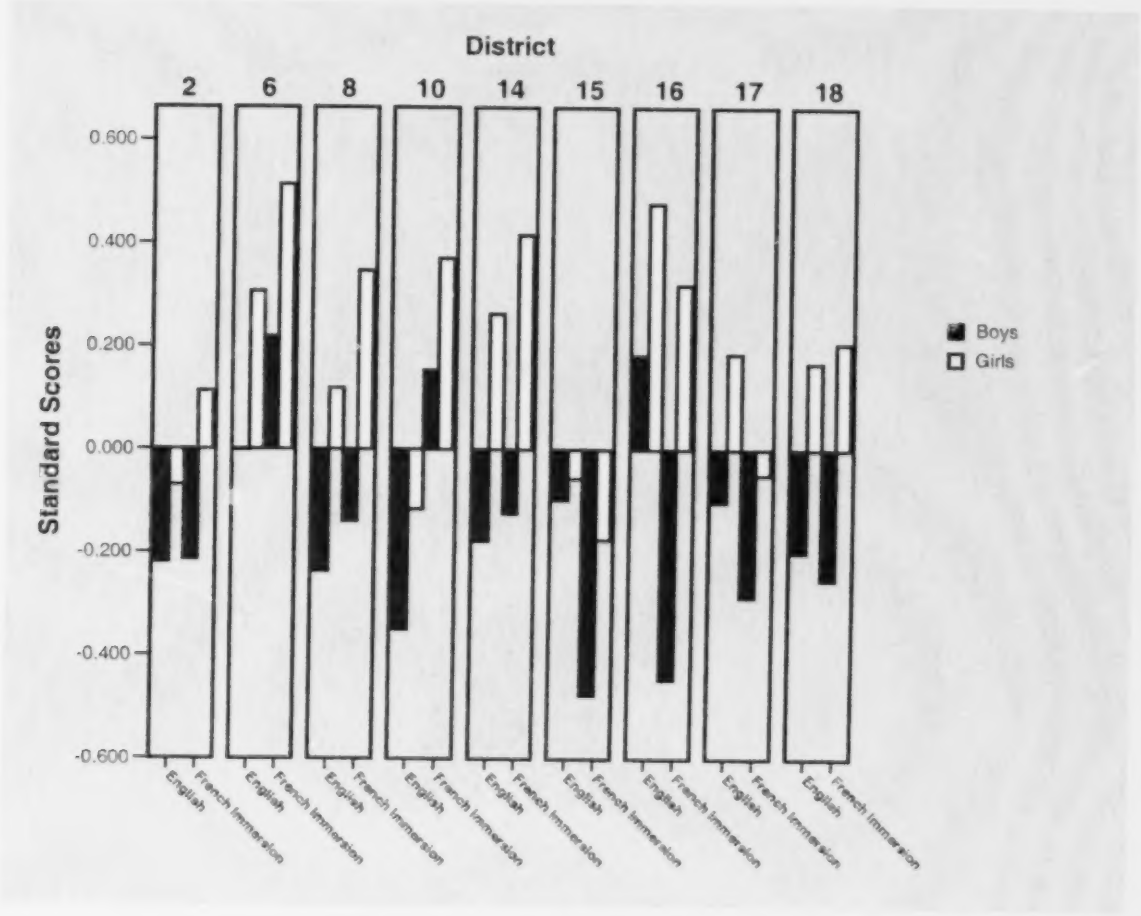
The Grade 2 reading assessment results shown below are based on separate exams for English and French Immersion, and therefore, the results are not comparable. Because of this, the results of the grade 2 reading assessment are expressed as the percentage of students at or above the provincial standard set for grade two students.

Grade 2 Reading: District Results by Gender and Program

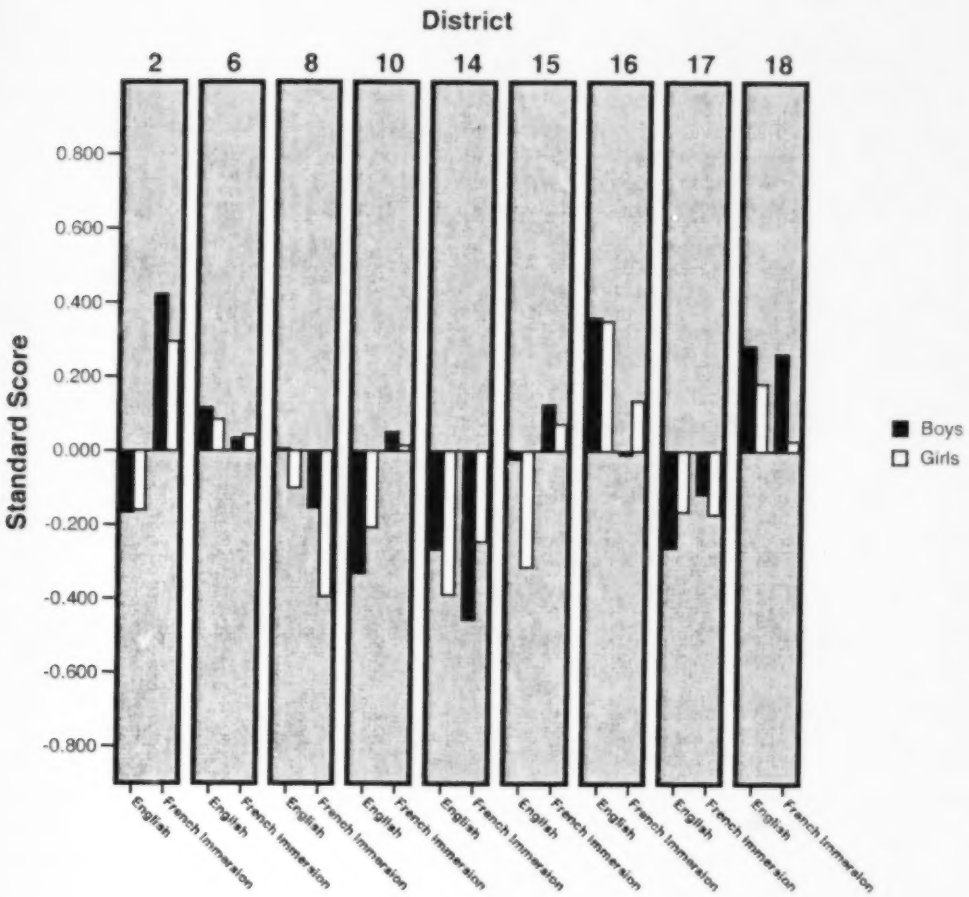


With the exception of Grade 2 Reading, English and French Immersion students wrote the same exams, thus allowing for direct comparisons in achievement between the two groups. Where it is possible to make direct comparisons, assessment results are expressed in standard score form with the provincial average set to zero. Bars above the zero point indicate above average performance while bars below indicate below average performance. Differences greater than 0.50 should be considered as large, 0.30 to 0.50 as moderate, 0.10 to 0.30 small, and less than 0.10 as trivial.

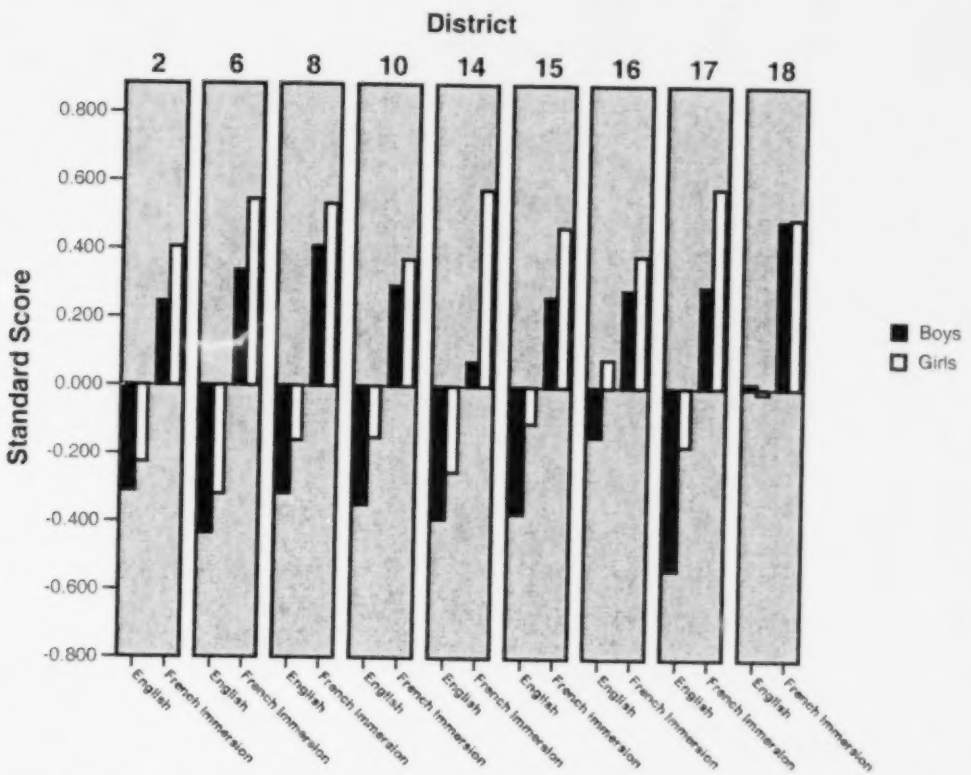
Grade 2 Writing: District Results by Gender and Program



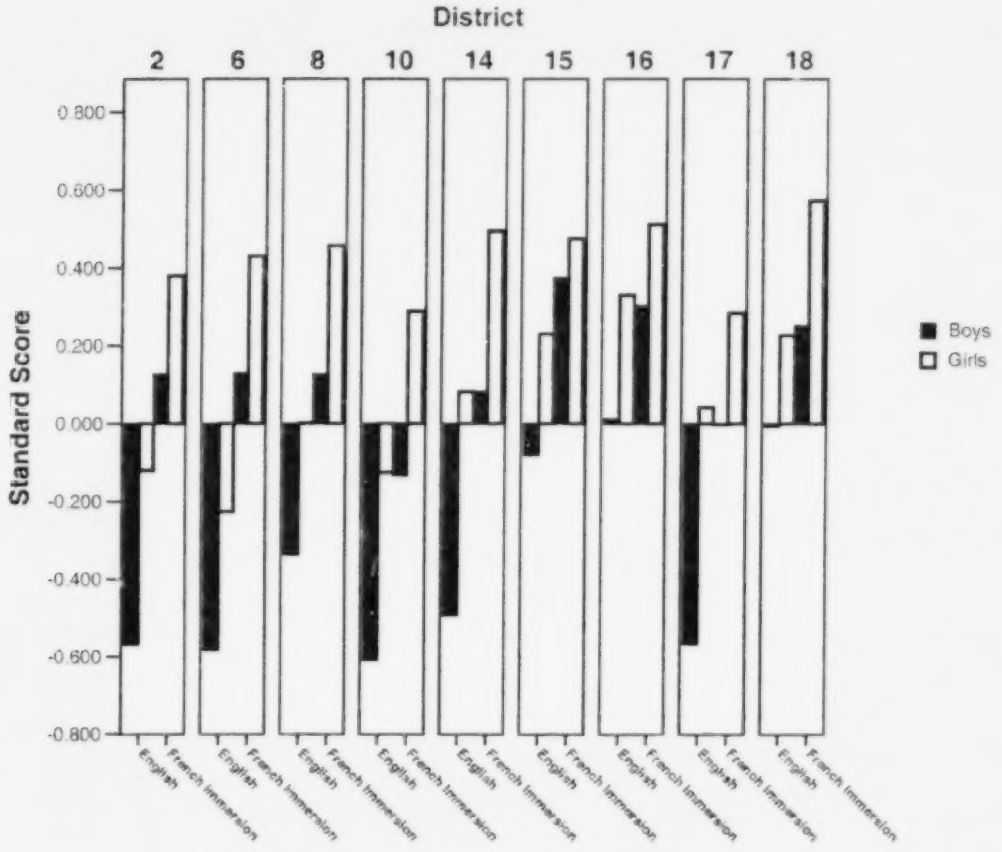
Grade 5 Mathematics: District Results by Gender and Program



Grade 8 Reading: District Results by Gender and Program

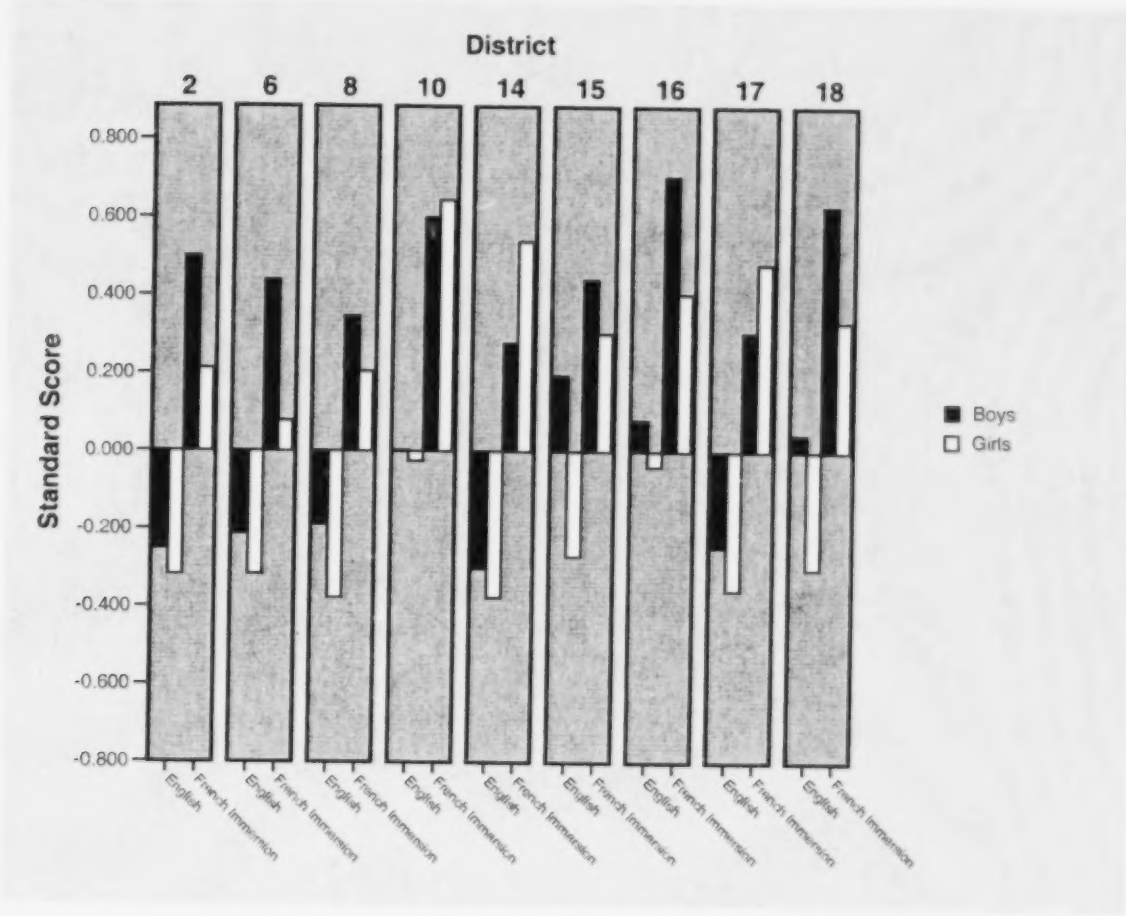


Grade 8 Writing*: District Results by Gender and Program



* Composite scores based on the process and demand writing components

Grade 8 Mathematics: District Results by Gender and Program



Appendix B

PERFORMANCE STANDARDS / SCORING RUBRICS

and

NEW BRUNSWICK ORAL PROFICIENCY SCALE

READING COMPREHENSION

Assessment Requirements: Students take two timed reading comprehension tests including both selected-response and constructed-response questions.

Overview of Test Content:

The provincial reading comprehension objectives are measured by a variety of age-appropriate passages taken from traditional and contemporary writing, including prose (fiction and non-fiction), drama, and poems that vary in length, subject matter, and style. Students read passages and answer selected-response and constructed-response questions which assess the strategies used to demonstrate their proficiency in reading. Questions are varied; some require demonstration of critical thinking, while others require interpretation or reflection.

Literal, interpretive and critical comprehension skills are each included.

Literal comprehension requires students to understand what is *actually* stated; it requires "recall of facts", sometimes with a broad understanding and sometimes retrieving explicit information.

Interpretive comprehension requires students to infer directly and to understand what is *implied* in a passage, developing an interpretation through a focus on specific parts of text.

Critical comprehension requires students *to analyze* and *make judgements* about material read, reflecting on the content and/or form of a text.

Through a variety of texts within the reading test items, both selected-response and constructed-response questions, the assessment measures proficiency through the five aspects of reading as outlined below.

Aspects of Reading:

Retrieving Information (Examine independent pieces of information.)
The student recalls details and other information as stated in a passage to arrive at the new information requested.

Forming a Broad General Understanding (Consider text as a whole.)
The student identifies the central thought of a passage, including such elements as the author's main idea, theme, purpose, viewpoint, bias, or tone of a passage.

Developing an Interpretation (Form an understanding of relationships.)
The student analyzes a passage to interpret character feelings, motives, and/or traits; to interpret events; to compare and contrast elements; or to identify relationships, such as cause and effect.

Reflecting on Content of Text (Assess content against outside knowledge.)
The student critically evaluates information in a passage in order to differentiate between fantasy and reality or between fact and opinion; to predict outcome; and/or to make other judgements.

Reflecting on Form of Text (Identify and interpret structure.)
The student identifies and interprets various forms of writing and literary techniques, such as genre, story structure, figurative language, and persuasive technique.

PROCESS WRITING

Assessment Requirements: Students submit a piece of prose, approximately 200 to 500 words, written on a topic of their choice from any discipline. Opportunities for pre-writing activities, teacher and peer conferencing, revision and editing strategies are each provided for and strongly recommended over approximately fifteen school days.

Descriptors of Performance:

SUPERIOR
- clear commitment to purpose and audience
- strong personal engagement with subject
- insightful and well considered ideas / events supported by significant, relevant, precise details
- precise choice of words
- purposeful and effective organization and expression
- minimal mechanical flaws

COMPETENT
- appreciation of purpose and audience
- good personal engagement with subject
- thoughtful and clear ideas supported by specific and purposeful details
- appropriate choice of words
- purposeful and clear organization and expression
- occasional mechanical flaws

ACCEPTABLE
- awareness of purpose and audience
- discernible personal engagement with subject
- straightforward and clear ideas supported by appropriate but generalized details
- adequate choice of words
- clear but mechanical organization and expression
- some mechanical flaws but not sufficient to interfere with overall meaning

MARGINAL
- diminished awareness of purpose and audience
- little personal engagement with subject
- limited but discernible ideas supported by few or repetitive details
- inadequate choice of words
- evident but sometimes inconsistent organization and expression
- mechanical errors are distracting and interfere with overall meaning

WEAK
- little or no awareness of purpose and audience
- lacks personal engagement with subject
- limited and imprecise ideas with scant and probably unrelated details
- poor choice of words
- unclear and haphazard organization and expression
- mechanical errors are jarring and seriously interfere with overall meaning

Middle Level English Language Proficiency Assessment

DEMAND WRITING

Assessment Requirements: Students are required to write a persuasive piece in response to a specific prompt/situation. Time for planning and preparation of a draft are provided, with additional time made available for completion of a final copy. Students are to work independently over a sixty-minute period.

Descriptors of Performance:

SUPERIOR
- clear commitment to purpose and audience
- confident, lively voice / strong personal engagement with subject
- insightful and well considered ideas
- precise choice of words
- fluent development of sentences and paragraphs
- minimal mechanical flaws

COMPETENT
- appreciation of purpose and audience
- confident, appropriate voice / good personal engagement with subject
- thoughtful and clear ideas
- appropriate choice of words
- effective development of sentences and paragraphs
- occasional mechanical flaws

ACCEPTABLE
- awareness of purpose and audience
- adequate sense of voice / discernible personal engagement with subject
- straightforward and clear ideas
- adequate choice of words
- evidence of developed sentences and paragraphs
- some mechanical flaws but not sufficient to interfere with overall meaning/message/argument

MARGINAL
- diminished/some awareness of purpose and audience
- uneven, inconsistent voice / little personal engagement with subject
- limited and/or vague ideas not organized or supported; repetitive
- inadequate choice of words
- some evidence of sentences and paragraphs
- mechanical errors are frequently distracting and/or interfere with overall meaning/message/argument

WEAK
- little or no awareness of purpose and audience
- little or no evidence of voice / lacks personal engagement with subject
- limited and imprecise ideas
- poor choice of words
- little or no evidence of sentences and paragraphs
- mechanical errors are jarring and seriously interfere with overall meaning/message/argument

New Nouveau Brunswick

Reading Performance Standards – End of Grade Two

Appropriate Performance

Text Features

Students read independently and understand a variety of texts that include

- both fiction and information
- long stretches of simple, straightforward text; most information is gained from the words, illustrations support and extend the text
- print with clear spaces between words and lines

Fiction

- stories that have multiple events related to a single plot
- stories in which the plot is generally predictable -- an easily recognized beginning, middle and end
- stories in which characters behave in predictable ways, allowing simple inferences to be made about their actions and feelings
- chapter books, in which the chapters tend to be relatively short.

Information Texts

- information texts that may contain subheadings which aid in comprehension
- information texts in which additional information is conveyed through pictures, captions, and basic charts/diagrams
- information texts in which ideas are explicit; usually written in short paragraphs with a clear topic sentence

Strategies

Students

- monitor their reading and self-correct when reading does not make sense, sound right and look right
- combine context clues, word/language structure, and phonics to decode unknown and unfamiliar words
- recognize an increasing variety of sight words
- read passage smoothly and in phrases with expression (fluency); hesitation may occur with unfamiliar words.

Comprehension and Responses

Students

- demonstrate an overall understanding of characters, main events, ideas and feelings
- can generally identify main idea of a text
- respond accurately to most literal questions or comprehension tasks that are text specific, including vocabulary-related questions
- retell main events in the correct sequence
- make simple inferences about a character's feelings as well as story events, giving some supporting detail in their answers or explanations
- use key facts from information texts to make basic predictions or interpretations
- begin to apply information gained from text to new situations
- make obvious connections between text and prior knowledge and personal experience
- express and begin to support preferences for, and opinions about texts

Strong Performance

Text Features

Students read independently and understand a variety of texts that include

- both fiction and information with a greater range of genres
- long stretches of text with increasing amounts of text per page; more print than illustrations
- more complex language structures including some figurative language and sophisticated vocabulary
- smaller print with narrower word spacing
- greater variety of tenses

Fiction

- stories that have multiple events and more complex plots
- stories that are more involved and include subtleties in plot and characters' actions
- stories in which character development is a greater focus
- chapter books with longer chapters that require sustained reading over a period of time

Information Texts

- information texts that contain subheadings, illustrations, charts and detailed diagrams to aid in comprehension
- information texts in which more sophisticated and subject-specific vocabulary is introduced
- information texts in which ideas are explored in greater depth and with more details

Strategies

Students

- monitor their reading and self-correct efficiently when reading does not make sense, sound right and look right
- automatically combine context clues, word/language structure, and phonics to decode unknown and unfamiliar words
- recognize a wide range of sight words
- read fluently with appropriate intonation and/or expression; occasional hesitation may occur.

Comprehension and Responses

Students

- demonstrate a thorough understanding of characters, main events, ideas and feelings
- identify main idea of a text
- respond accurately to almost all literal questions or comprehension tasks that are text specific, including vocabulary-related questions
- can provide a detailed, accurate retelling
- make more sophisticated inferences about a character's feelings as well as story events, providing relevant details in their answers or explanations
- use facts and supporting details from information texts to make predictions and interpretations
- apply information gained from text to new situations
- make connections between text and prior knowledge and personal experience
- express and support preferences for, and opinions about texts

Students who demonstrate appropriate performance read texts at level K or slightly higher (L, M).
Students who demonstrate strong performance read texts at level M or above.

New Nouveau Brunswick

Les normes de performance pour la compréhension écrite (lecture) – fin de la 2e année

Performance appropriée

Caractéristiques du texte et de l'imprimé

L'élève sera capable de lire et de comprendre une gamme de textes

- formulés simplement sous forme narrative ou informative
- ayant des structures prévisibles, répétitives et familières
- ayant des illustrations et des photographies qui appuient le texte
- ayant une typographie (choix, grosseur et espacement des caractères) adaptée au niveau de lecture

Fiction (Texte narratif)

- histoires ayant plusieurs événements
- histoires ayant une situation de départ, un développement et une fin
- histoires qui permettent à l'élève d'établir facilement un lien entre les personnages et son expérience

Non-fiction (Texte informatif)

- texte informatif qui contient des titres et des sous-titres qui aident à la compréhension
- texte informatif qui présente parfois de l'information supplémentaire à l'aide d'appuis visuels (illustrations, étiquettes, tableaux, diagrammes, etc.)
- texte composé de phrases courtes et simples qui présentent clairement l'information

Stratégies

L'élève

- lit dans le but de comprendre le texte
- prédit ce qui arrivera et lit pour le confirmer
- s'écoute lire, vérifie et corrige ses erreurs
- utilise la relation entre les lettres et sons (grapho-phonétique), le contexte (sémantique) et les conventions de l'écrit (syntaxique) pour décoder des mots difficiles ou moins familiers
- reconnaît les mots fréquemment utilisés et plusieurs mots simples reliés à un thème spécifique
- respecte les pauses que nécessitent les signes de ponctuation
- fait des substitutions acceptables en français

Compréhension

L'élève

- raconte le texte et relève l'information importante dans un ordre chronologique en présentant l'idée principale, les personnages et les événements
- répond correctement aux questions qui exigent un repérage de mots, d'expressions ou de phrases directement relevés du texte
- répond correctement aux questions qui exigent une sélection d'information
- utilise ses connaissances antérieures pour comprendre un texte
- associe un texte à un autre

Performance forte

Caractéristiques du texte et de l'imprimé

L'élève sera capable de lire et de comprendre une gamme de textes

- formulés sous forme narrative ou informative
- ayant plus de phrases et moins d'illustrations par page
- ayant des illustrations et des photographies qui lui offrent l'interprétation
- ayant des structures moins prévisibles, répétitives et familières
- ayant une typographie (choix, grosseur et espacement des caractères) adaptée au niveau de lecture

Fiction (Texte narratif)

- histoires ayant plusieurs événements et une intrigue plus complexe
- histoires ayant une situation de départ, un développement et une fin
- histoires qui permettent à l'élève d'établir un lien entre les personnages et son expérience

Non-fiction (Texte informatif)

- texte informatif qui contient des titres et des sous-titres qui aident à la compréhension
- texte informatif qui présente parfois de l'information supplémentaire à l'aide d'appuis visuels (illustrations, étiquettes, tableaux, diagrammes, etc.)
- texte composé de phrases plus complexes et parfois de paragraphes qui présentent clairement l'information

Stratégies

L'élève

- lit dans le but de comprendre le texte et d'en retirer de l'information
- relit pour confirmer ses prédictions
- s'écoute lire, vérifie et corrige ses erreurs
- utilise la relation entre les lettres et les sons (grapho-phonétique), le contexte (sémantique) et les conventions de l'écrit (syntaxique) pour décoder des mots difficiles ou moins familiers
- reconnaît plusieurs mots simples et plus complexes reliés à un thème spécifique
- respecte les pauses que nécessitent les signes de ponctuation et commence à lire avec aisance

Compréhension

L'élève

- raconte clairement le texte et relève l'information importante dans un ordre chronologique en présentant l'idée principale, les personnages et les événements
- répond correctement aux questions qui exigent un repérage de mots, d'expressions ou de phrases directement relevés du texte
- répond correctement aux questions qui exigent une sélection d'information
- répond correctement aux questions qui exigent une inférence
- utilise dans de nouvelles situations l'information apprise
- compare un texte à un autre

L'élève qui lit un texte du niveau H ou légèrement plus élevé (I) démontre une performance appropriée.
L'élève qui lit un texte du niveau J ou plus démontre une performance forte.

New Nouveau Brunswick

Writing Performance Standards – End of Grade Two

Appropriate Performance

Students

Content

- include ideas or events related to a topic; may wander off topic and include a few unrelated ideas or events
- include some details to make the writing clearer; details or pieces of information may not always be relevant and there may be some gaps in details or information

Organization

- use simple connecting words (e.g., and, then, so) to link ideas
- present ideas/information in a sequence that can be followed

Narrative/imaginative writing

- has a beginning, middle and end; ending may be abrupt
- usually identifies the characters and problem at the beginning of the story, but tends to be brief
- may include dialogue
- may be modeled on stories read, heard or viewed, or based on personal experiences

Information text

- opening introduces the topic; the closing or concluding statement may be omitted or abrupt
- shows some awareness of form (e.g., recount, basic instructions, report)
- includes some details; these usually relate to obvious aspects of the topic (e.g., physical characteristics, basic procedures, simple chronology, quantities)

Word Choice

- may include a few strong word choices; majority of word choices is ordinary with some repetition of words

Sentence Structure

- use mostly simple sentence structure; many sentences are complete
- include a few longer sentences and/or sentences that begin in different ways

Conventions

- use correct end punctuation (e.g., periods, question marks) in many sentences; may attempt exclamation marks
- use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun "I", in many cases; may capitalize some words unnecessarily
- spell many high frequency words correctly; attempt to spell longer, more complex words using phonetic approximations
- use many basic pronouns and verbs correctly; may make some errors (e.g., She maked a cake.)

Strong Performance

Students

Content

- include a series of ideas or events related to a topic; maintain focus on the topic
- include relevant details or information to expand on the topic or support the main idea

Organization

- link ideas in a variety of ways, creating some flow to the writing
- present ideas/information in a logical sequence

Narrative/imaginative writing

- has a good beginning, a logical middle and an ending
- identifies the characters and problem within the story
- often includes dialogue
- shows the student takes risks in the creation and expression of ideas

Information text

- opening introduces the topic; the closing or concluding statement is evident (where appropriate to the form)
- uses appropriate forms (e.g., recount, simple instructions, report)
- includes relevant details and expands upon some of these

Word Choice

- include a few strong word choices appropriate to the purpose, with limited repetition of words

Sentence Structure

- include some sentences of different lengths and sentences that begin in different ways
- attempt more complex sentence structures; most sentences are complete

Conventions

- use mostly correct end punctuation (e.g., periods, question marks; attempt exclamation marks; begin to use commas, apostrophes and quotation marks but not always correctly
- use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun "I", in most cases; may capitalize a few words unnecessarily
- spell most high frequency words correctly; spell longer, more complex words using phonetic approximations
- use most basic pronouns and verbs correctly; may make a few errors

Voice is not included in the performance standards as a necessary trait for grade two students, but should be nurtured through modeling and positive comments. It will be assessed at grade three and beyond.

New Nouveau Brunswick

Les normes de performance pour l'écriture – fin de la 2e année

Performance appropriée

L'élève

Contenu

- inclut une séquence d'idées et d'évènements reliés au sujet ; peut inclure quelques idées qui ne sont pas reliées ou de l'information inutile
- utilise quelques détails mais pas nécessairement reliés au sujet

Organisation

- peut utiliser quelques mots de liaison simples (p. ex. : et, ou, mais, parce que, aussi, après)
- démontre une séquence qui peut être suivie

Texte narratif et expressif

- a un début, un développement et une fin; la fin peut être abrupte
- identifie les personnages et le conflit au début de l'histoire, mais a tendance d'être bref
- peut inclure du dialogue
- peut être modelé à partir d'une histoire lue, entendue ou visionnée ou peut être basé sur des expériences personnelles

Texte informatif

- l'introduction présente le sujet; la fin peut être omise ou abrupte
- essaie d'utiliser quelques éléments clés de la forme (p. ex. : directives, explications et reportages)
- inclut des détails reliés aux sujets familiers (caractéristiques physiques, séquence, quantité)

Choix de vocabulaire

- utilise du vocabulaire de base
- utilise un langage descriptif simple (couleurs, grosseur, grandeur et émotions), peut être vague et répétitif

Structure de phrase

- utilise des structures de phrases simples; beaucoup des phrases sont complètes
- inclut peu de variété dans la longueur des phrases

Conventions

- utilise souvent le point à la fin de la phrase
- utilise souvent les majuscules pour les noms propres (p. ex. : les noms des personnes, les provinces, les villes et le premier mot de la phrase; peut utiliser la majuscule quand ce n'est pas nécessaire
- peut orthographier quelques mots fréquents; essaie d'écrire des mots plus complexes en utilisant une approximation phonétique
- emploie quelques pronoms correctement; peut faire quelques erreurs (p. ex. : *moi* au lieu de *je*)

Performance appropriée

L'élève

Contenu

- inclut une séquence d'idées et d'évènements reliés au sujet; le sujet est maintenu
- utilise des détails qui ajoutent de l'intérêt

Organisation

- utilise quelques mots de liaison (alors, ensuite, après, puis)
- démontre une séquence logique

Texte narratif et expressif

- a un début, un développement et une fin logique
- identifie les personnages et le conflit dans l'histoire
- inclut souvent du dialogue
- peut démontrer une prise de risques en présentant les idées d'une façon imagée

Texte informatif

- l'introduction présente le sujet; la fin est évidente (quand appropriée pour la forme)
- essaie d'utiliser des éléments clés de la forme (p. ex : directives, explications et reportages)
- inclut des détails pertinents

Choix de vocabulaire

- utilise du vocabulaire de base et peut inclure quelques choix de mots judicieux
- utilise un langage descriptif pour enrichir des idées (va au-delà des mots fréquents)

Structure de phrase

- utilise des structures de phrases simples mais peut se servir de quelques phrases complexes; la plupart des phrases sont complètes
- inclut une variété dans la longueur des phrases
- utilise un début de phrase varié

Conventions

- utilise le point à la fin de la phrase; commence à se servir d'autres formes de ponctuation (p. ex. : la virgule, le point d'exclamation, le point d'interrogation)
- utilise les majuscules pour les noms propres (les noms des personnes, les provinces, les villes) et le premier mot de la phrase.
- peut orthographier la plupart des mots fréquents; essaie d'écrire des mots plus complexes en utilisant une approximation phonétique
- emploie quelques pronoms correctement

New Brunswick French Second Language Proficiency Assessment

The Levels of Proficiency

UNRATEABLE	No functional ability in the language.
NOVICE	Able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy but only with memorized phrases. Vocabulary is very limited.
BASIC	Able to create with the language by combining and recombining learned elements. Can satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers accustomed to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.
BASIC PLUS	Able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows some spontaneity in language production, but fluency is very uneven. There is emerging evidence of connected discourse, particularly for simple narration and/or description, but range and control of language structures are limited.
***INTERMEDIATE**	Able to satisfy routine social demands and limited requirements in school/work settings. Can provide information and give explanations with some degree of accuracy, but language is awkward. Can handle most common social situations, including introductions and casual conversations about events in school and community; able to provide autobiographical information in some detail. Can give directions from one place to another; can give accurate instructions in a field of personal expertise. Has a speaking vocabulary sufficient to converse simply, with some paraphrasing. Accent, though often quite faulty, is intelligible. Uses high frequency language structures accurately, but does not have a thorough or confident control of grammar. In certain situations, diction would probably distract a native speaker.
****INTERMEDIATE PLUS**	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to special fields of competence as well as subjects of current public interest. Normally does not have to grope for words. Often shows a significant degree of fluency and ease in speaking, yet, under pressure, may experience language breakdown. May exhibit good control of language structures, but be limited in overall language production; or, conversely, may demonstrate ample speech production, but have uneven control of structures. Some misunderstandings will still occur.
*****ADVANCED**	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal, and in all informal conversations, on practical, social, and academic or work-related topics. Can describe in detail and narrate accurately. Can discuss abstract topics and ideas as well as events; can support opinions and hypothesize. Accent may be obvious but never interferes with understanding. Control of grammar is good and speech is fluent. Sporadic errors still occur, but they would not distract a native speaker or interfere with communication.
ADVANCED PLUS	Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent may be noticeable and the speaker occasionally exhibits hesitancy which indicates some uncertainty in vocabulary or structure.
SUPERIOR	Able to use the language fluently and accurately on all levels normally pertinent to personal situation (academic, social, work-related). Can understand and participate in any conversation within the range of personal experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would not necessarily be taken for a native speaker.

* Goal for Core Program
** Goal for Late Immersion
*** Goal for Early Immersion